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ABSTRACT

This extensive report presents the recommendations and findings of a study designed to indicate procedures and instruments for a national study of the incidence of runaway. Reported data are from an urban-suburban area and a rural area in Colorado. The report makes specific recommendations concerning the feasibility of using a national probability sample for the purpose of estimating the incidence of running away. Several smaller studies conducted in several carefully selected localities are recommended for collecting detailed information about runaway episodes, runaways and their families. The report also presents incidence estimates, an analysis of user satisfaction with sources of assistance, descriptions of types of runaways and runaway behavior, and global comparisons between runaways and nonrunaways. The social-psychological theories relating to runaway behavior are examined, and the methodology and results of the pilot study are described in detail. (SJL)

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FINAL REPORT

The Incidence and Nature of Runaway Behavior

May 30, 1975

for

Department of Health, Education and Welfare

Washington, D. C.

CG 010 499

behavioral research and evaluation corporation

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FINAL REPORT

The Incidence and Nature of Runaway Behavior

for

Department of Health, Education and Welfare

Washington, D.C.

by

Tim Brennan	Principal Investigator
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May 30, 1975

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Section 2: Background and Statement of Problem

2.1 BACKGROUND AND OVERVIEW

To introduce the reader into the background, context, and objectives of the present study we will structure this overview according to the following themes:

Historical context and history of this project

Objectives of the research project

Structure of the present report

Historical Context

During the middle to late 1960's and on into the 1970's there appears to have been a dramatic increase in the number of juvenile runaways and young transients (Ambrosino, 1971; Suddick, 1973). Many commentators have suggested that this increase has reached "epidemic proportions" (*S.A.C.*, 1974; *Newsweek*, October 26, 1972; *Time*, August 27, 1974). Between 1967 and 1972 the FBI statistics on runaways indicate an increase of over 70%. Furthermore it is surmised that arrest statistics are the tip of the iceberg and that they grossly underestimate the full extent of the runaway problem (Shellow, 1967).

This increase in itself would constitute obvious cause for public concern; however, a second factor of an especially serious nature has compounded the problem. The nature of contemporary social conditions in America, and especially urban America, are such that the survival options of the young runaway are extremely limited. Fear of discovery, shortage of money, food and shelter, unavailability of jobs and so on, often force the young person into situations of gross exploitation or victimization. "Street hustles," such as drug selling, stealing, prostitution, panhandling, and exchange of sexual favor for shelter or food are described as part of the street scene (Bock and English, 1973; Ambrosino, 1971; Bauhmol and Miller, 1974; and others).

Hunger, malnutrition, drug abuse, exploitation and victimization are now seen as characteristic of this segment of American life. The foul revelations of the victimization of young transients from Houston, Texas, in 1973/1974 brought home to many people the dangers to which such young persons were exposed. The full extent and relative incidence of these kinds of experiences and risks remains, however, unknown since to date there has been no systematic study of these issues. There is a compelling need to fill in this serious gap in our knowledge of these aspects of the runaway phenomenon.

Increased concern has resulted in new legislation and new funding to provide local services for runaways (see Walker, 1975). While support for local services receives continuing emphasis, it is also the case that the setting of policy and planning for runaways has generated new demands for knowledge about runaways to cover certain critical areas. Walker (1975) has documented some of these critical areas of confusion:

1. Confusion regarding the "definition" of running away
2. Lack of knowledge regarding the actual extent and incidence of running away
3. Confusion regarding the causes of running away and of the special characteristics of runaways and their families

The present study emerges directly from the interaction between planning and policy requirements with the current gaps in knowledge of runaways. The three issues of "confusion" mentioned above are directly interrelated, i.e., it is impossible to measure "incidence" until the definitional problems are solved, and the optimal definition, in turn, would require some knowledge of the special characteristics of runaways.

A request for proposals to work on these problems was issued by HEW through the Office of the Assistant Secretary for Planning and Evaluation (OASPE) on May 3, 1976, with a due date of May 31, 1976. Dr. Tim Brennan wrote the proposal. The proposal submitted was accepted by OYD with a planned starting date of July 1, 1974.

Specific Objectives of the Present Research

The objectives of the present research are tied to the problems of finding appropriate definitions of running away and then measuring the incidence of this kind of behavior. The study was designed as a pilot test to examine the feasibility of conducting a larger study on a national basis to assess the incidence of runaway behavior. The following major objectives are the concern of this document:

1. Develop instruments to assess the incidence of runaway behavior
   a. A short "screener" of 5-10 minutes duration (parents only)
   b. A longer "in-depth" survey instrument--either interview format or self-administered--to fill out the other behavioral and causal-explanatory information on runaways and their families
2. Check the reliability and validity of these instruments in terms of distinguishing runaways and their families from non-runaways and their families. This would involve testing a sample of known runaways (purposive sample) with the instruments
3. Apply these instruments to a probability sample of families in a given geographical area--one urban and one rural--and provide statistical estimates of the incidence of runaway for this area (the Denver metropolitan area and the rural [illegible] of Colorado)
4. Develop an a priori taxonomic scheme for runaways which would classify and describe different kinds of runaways. (e.g., in terms of motivating factors, personal characteristics, age, sex or other relevant variables)

5. Utilize this empirical taxonomic scheme in conjunction with an empirical analysis of the data collected (in 3), to further delineate and clarify the definitional criteria for different types of runaways
6. Obtain police data (or other official data) on numbers of runaways and make comparisons between the sample-derived estimates and the official estimates of the numbers of runaways
7. Provide improved and efficient instruments which might be used in a National Study of Runaways as follows:
    a. An "optimal" short screener of 5-10 minutes to accurately differentiate between runaway families and non-runaway families
    b. A slightly shortened "in-depth" instrument which will assess the major behavioral and contextual variables relevant to understanding and defining runaway behavior
8. Document and describe all field procedures in a simple, replicable form
9. Make recommendations to HEW regarding feasibility and options for a national study of the incidence of runaway behavior.

Structure of the Present Report

Section 1: Summary

This is a brief integration of the major project objectives and its major findings with the policy-relevant feasibility recommendations.

Section 2: Background and Overview

This provides a more elaborate statement of the specific objectives (i.e., feasibility criteria, incidence estimation, comparisons of runaways vs. non-runaways to isolate highly differentiating factors, empirical taxonomy of runaways and the overall theoretical and empirical justification for the choice of variables included within the in-depth instrument).

The theoretical rationale is [illegible] to [illegible] and a series of hypotheses concerning the differentiating features of runaways and nonrunaways are developed.

Section 3: Methodology

In this section we document the methods and procedures utilized: questionnaire development, sampling and incidence estimation, feasibility issues, and tests of hypotheses.

Section 4: Results

The major results are presented in this section, including incidence estimates, reliability and validity assessments of the instruments, findings regarding services, comparisons with official data and so on. The [illegible] approval process and in-depth instruments are also discussed here.

Section 5: Feasibility and Recommendations

Recommendations regarding the feasibility of a national incidence study, lessons learned while collecting this kind of data, and an assessment of the usefulness of data collected for services are presented in this section.

Section 6: Conclusion

Here we provide a brief statement of conclusions regarding feasibility and a summary of results.

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Typologies and classification systems for runaways

In areas of explanatory confusion or high complexity, classification represents an initial approach to ordering and describing the phenomena that are to be explained. Typologies are NOT explanations but they may provide sufficient classification and description that the explanatory processes become more visible. Runaway research is clearly an area of conceptual confusion with competing explanatory hypotheses, poor definitional criteria and a great deal of heterogeneity in the actual youth who run away. It is not surprising, therefore, to find numerous attempts to create order out of this research chaos by erecting classificatory schemes. Reviews of this taxonomic work are available in Brennan et. al. (1974), Walker (1974), Suddick (1973).

In critically reviewing this classificatory work it can be concluded that most studies suffer from serious methodological weaknesses (see Walker, 1974). For a taxonomic system to be fully adequate the following conditions are required:

1. The full diversity of runaway youth and behavior must be present in the sampling

This requirement has not usually been met. Most studies have utilized very little of the full range of runaway behavior and types of runaways. Homer (1973) for example studied only runaway girls from a probation department. Rosenwald (1967) studied suburban female adolescent offenders. Shinohara and Jenkins (1967) studied delinquent boys in a training school. The influential paper by Shellow et. al. (1967) points out the problems which stem from biased sources of sampling. Only a few studies have overcome this problem. Multiple sources of runaways must be sampled in order to obtain the full diversity of runaway youth. In the present research we attempt to overcome this problem by sampling from a wider range of sources than has usually been found in the previous research.

2. A broad coverage of causal, descriptive and runaway behavioral variables must be obtained

A classification based on a partial description of runaways will result in a partially descriptive scheme which might result in gross misclassification. If important variables are missing, then some important type-differences may not be isolated. Such a classfication will be misleading. We contend that a broad coverage of the relevant social, psychological, and behavioral variables, describing the home, school, peer contexts, and the actual behavioral runaway episodes is essential for the creation of an accurate taxonomic scheme.

Most studies have been seriously inadequate in this requirement. For example, Tsunts (1971), English (1973), and Chamberlain (1960) base their systems largely on the "motives" of the runaways. Other studies emphasize the personality characteristics of the runaways; e.g., Rosenwald (1967), Berger et. al. (1958). The studies by Shellow, et.al.,(1967) and Brennan, Brewington, Walker (1974) are relatively broadly based studies of the taxonomic structure of the runaway youth population.

3. Objective, replicable, and efficient methods should be used in structuring the typology

Almost all of the taxonomic schemes for describing runaway youth have been based on intuitive (e.g. English, 1973; Tsunts, 1971) or conceptually generated hypotheses (e.g. Berger, 1958; Chamberlain, 1960; Levy 1972). Walker (1974) presents a review of this work. An acceptable taxonomic scheme for runaway youth would by necessity have to be replicable and objective in order that other workers could examine the validity and reliability of the proposed scheme. The approach used by Brennan et. al. (1974) utilizes objective, replicable,quantitative methods in creating a taxonomic scheme for the description of runaway youth. Although the use of improved methodology will be a step forward in creating an adequate typology of runaways, it is clear that all three factors i.e., good samples, broad coverage of relevant variables, and appropriate methods must be present for taxonomic work to be fruitful in explaining the runaway phenomenon.

Types of runaways described in the literature

Many "types" of runaways can be found in the previous research literature. It will be useful to briefly delineate several highly recurrent themes that are found scattered in the different works. It should be clear to the reader that these descriptions have been generated from unrelated studies involving different samples, different explanatory perspectives, and different methodologies.

1. The non-disturbed, "freedom-seeking," runaway

This type of runaway frequently occurs within the literature. Shellow (1967) finds a group of runners who do not reflect any psychological disturbances. They are occasional runners and they are similar in most respects to ordinary non-runaway youth. Tauche (1971) refers to "adventurers" who are simply seeking new experiences; Berger et. al. (1958) refer to "spontaneous runaways" who simply have an urge for change and new environments; Brennan et. al. (1975) identify a similar subtype of runaway in which no obvious social or psychological stresses could be found. As in Shellow's study, these were only occasional or one-time runaways. A theoretical search by Scientific Analysis Corporation (1975) also identified a runaway group which they termed "the free." These are seen as exhibiting the motivations of pleasure-seeking, a search for freedom, personal challenge, etc., and are seen as similar to Homer's (1973) "running to" subtype of runaway. Some subtypes of this major theme may exist depending upon the particular form of home situation and strain which has motivated the young person to leave (e.g., see the discussion below on the types of runaways suggested by strain theory).

2. Highly delinquent, multiple runaways: social and family pathology

Both Shellow (1967) and Brennan, et.al. (1975) find a subtype of runaway in which not only multiple runaway behavior is exhibited, but also a wide range of felonious and violent anti-social behavior is found. Both of these studies suggest that this subtype forms a minority of youth who run away. The Scientific Analysis Corporation review ([illegible]) suggests that most youth may fall into a category which may be termed as "the bad." This would be consistent with the full range of felonious behavior (including drug-peddling, theft, violence, breaking and entering) which was identified with this type of runaway in the empirical studies mentioned earlier.

A number of other researchers place the runaway [illegible] within a context of multiple delinquent behavior ([illegible] [illegible], Jenkins [illegible], Jenkins and Boyer [illegible], Robins and O'Neal [illegible]). These studies additionally have suggested that a high level of individual and social pathology can be associated with this type of runaway.

This is the type of runaway which would be found in those numerous studies which identified runaways through law enforcement facilities ([illegible] Shellow, [illegible]). The [illegible] type of runaway on the other hand would appear to be more likely to be a middle class, less felonious, and more likely to fall into type 1 above.

[illegible]. The psychopathological model of the runaway

Numerous studies have labeled runaways as suffering from of a form of personal disorder, (high levels of impulsivity, low frustration tolerance, antisocial tendencies, neurotic motivations, anxiety, conflict situations, poor impulse control, unresolved Oedipal conflicts, severe personality disorders, depression, and so on. Numerous papers explore this particular "model" of the youthful runaway; e.g., Leventhal ([illegible]), [illegible] and Jenkins ([illegible]), Armstrong ([illegible]). Reviews of this model are provided in [illegible] ([illegible]) and Scientific Analysis Corporation ([illegible]). The latter review

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Rebellious runaways

This adaptations assumes high levels of alienation from conventional goals and standards, accompanied by rejection of normal means of obtaining conventional goals. In contrast to the retreatist mode of adaptation, however, the rebellious youth adopts new and different values and goals along with new means for their achievement. Discontent and resentment with conventional institutions is seen as providing the basis for a withdrawal from such institutions. It is postulated that the rebellious youth transfers his allegiance to new groups which are outside of the conventional social structure. Organized group movements and social solidarity are associated with this adaptation. The "flower child" movements espousing non-materialistic values, freedom and love, in contrast to the conventional, materialistic society, might exemplify this type.

We hypothesize that in a runaway of this type, high levels of peer affiliation, self-esteem, extreme rejection of social institutions, such as the school and the family might be expected; high levels of normlessness and a rejection of certain social values would be expected. High levels of crime would not be expected. This runner would be seen as exemplifying a subtype of the general "running to" orientation (see Homer, 1973).

Opportunity theory and runaway

In opportunity theory Cloward and Ohlin (1960) attempt to extend the power of strain theory explanations by merging it with the social learning concepts of Sutherland's Differential Association theory. Cloward and Ohlin agree that lower-class urban areas are focal points of social deprivation, strain and anomie. However, they merge the subcultural themes of differential association with strain theory concepts in order to answer the question: "Which deviant solution will a youth choose?" "Which learning process will he/she adopt?" They suggest three possibilities:

a. Criminal subculture

A variety of illegal behaviors are utilized and transmitted. Much of this behavior is rationally oriented towards economic and status gains, and a generalized deviant identity is adopted. Runaways would appear to be a minor part of this subculture since a high degree of subcultural cohesion is postulated and runaway is not instrumental for economic gain. Earlier empirical work has suggested, however, that criminal subculture runaways can be identified (see Brennan et. al. 1974, Brennan 1975).

b. Conflict subculture

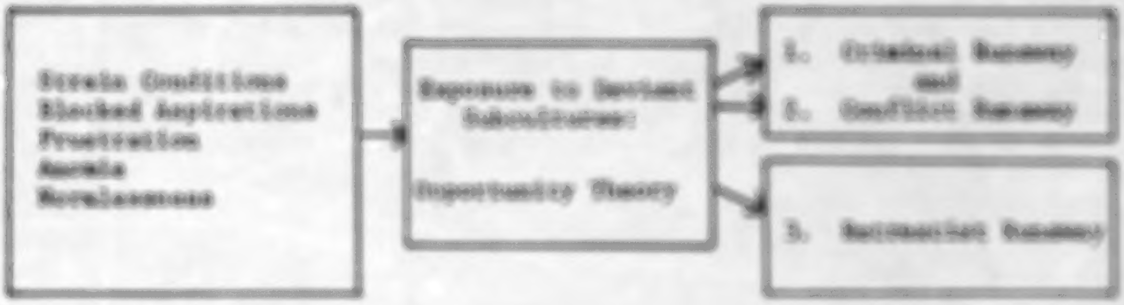
Here there is a general absence of control, social cohesion is weak, violence and gangs are emphasized. Runaway would be seen as embedded in multiple deviant activity.

c. Retreatist subculture

This is seen as an adjustment for those who fail to achieve or do not choose membership or status in either a or b. Retreatism, alcohol use, drug-taking, and runaway would appear to be suggested by this adaptation. Since success criteria for a and b are harsh and demanding, Cloward and Ohlin postulate that there are high pressures to adopt the retreatist adaptation in an anomic social structure.

We suggest that these ideas would lead to a general trichotomy of the "lower-class" runaway as postulated in the discussion of strain theory.

Figure 1
LOWER-CLASS RUNAWAY IN TERMS OF STRAIN
AND OPPORTUNITY THEORIES


Strain Conditions
Blocked Aspirations
Frustration
Anomie
Normlessness
Exposure to Deviant Subcultures:
Opportunity Theory
1. Criminal Runaway
and
2. Conflict Runaway
3. Retreatist Runaway

We suggest that there may be three major classes of runaway stemming from this theory. We have classified criminal and conflict runaway behavior together on the basis that there may be high similarity in the overall patterns of other delinquent behaviors, i.e., they are both highly delinquent and may be involved in a wide variety of illegal behaviors. It will be an empirical matter to assess the degree to which these two hypothetical runaway sub-types exist. Retreatist runaways, on the other hand, would not exhibit a similar range of delinquent (especially violent or for economic goals) behavior and would probably have lower levels of self-concept.

These three sub-types are obviously speculative and the later typological analysis of the data will indicate their empirical validity.

Control theory: Social learning and modelling

The general perspective of control theory is that we basically are not socialized and that, in contrast to strain theory, the problem to be explained is not why a youth WOULD run away, but rather why doesn't he run away. What forces--internal or external--are controlling or counteracting our deviant tendencies (Nettler, 1974). Control may be internalized (e.g., conscience or superego forces, learned social norms), or it may be external in terms of social pressures to obey norms. Deviant behavior is, therefore, taken for granted and we must explain conformity. Whereas strain theory explains the "deviant motivation" control theories explain motives to conform (Hirschi, 1969).

A number of basic "bonds" have been postulated by different control theorists. If these bonds are strong then acts such as runaway would not be expected. If weak, then runaway behavior would be more likely. Hirschi (1969) postulates four basic "control" bonds:

Attachment:

This is seen as a respect for, sensitivity to, regard for, and caring for the wishes of other people. Social attachment is analogous to the superego or the conscience.

Commitment:

Conformity can bring rewards, and an enlightened self-interest would take account of the benefits of conformity. Any fear of "risking" a stake in the conventional social system would constitute a commitment bond. If one has much to lose, one would not risk the loss of socially sanctioned rewards by indulging in deviant behavior. Conversely, if one has little to lose, then commitment bonds are weak and deviant behavior becomes more likely.

Involvement:

This bonding component focuses on the "time and energy" invested in the pursuit of conventional activities. High levels of conventional activity would imply that there is little time and energy left for engaging in deviant activities, and therefore little runaway behavior.

Belief:

This is the profile of attitudes, values, norms and standards to which one adheres. Among youth there may be variation in beliefs regarding the appropriateness of conventional norms and standards. To the extent one internalizes conventional standards, laws, and rules, the likelihood of running away would be lessened.

These four bonding components are hypothesized to tie the person to social entities such as: family, school, community, and peers. From the perspective of explaining the runaway act, one must explicate the relative importance of each of these bonding mechanisms. Other theorists suggest that there can be a more meaningful (and parsimonious) description of bonds in terms of a two-way breakdown. Reckless (1967) in postulating a control theory suggests there are "inner" and "outer" containment bonds. Elliott (1975) provides a more extensive elaboration of the two-way bonding description in the following terms:

Internal Bonds:

These are seen as more internal and psychological. They include belief in conventional norms and values, goal orientations, positive self-concept, acceptance of rules and standards and a sense of belonging and attachment (e.g., to peers, school, family, etc.)

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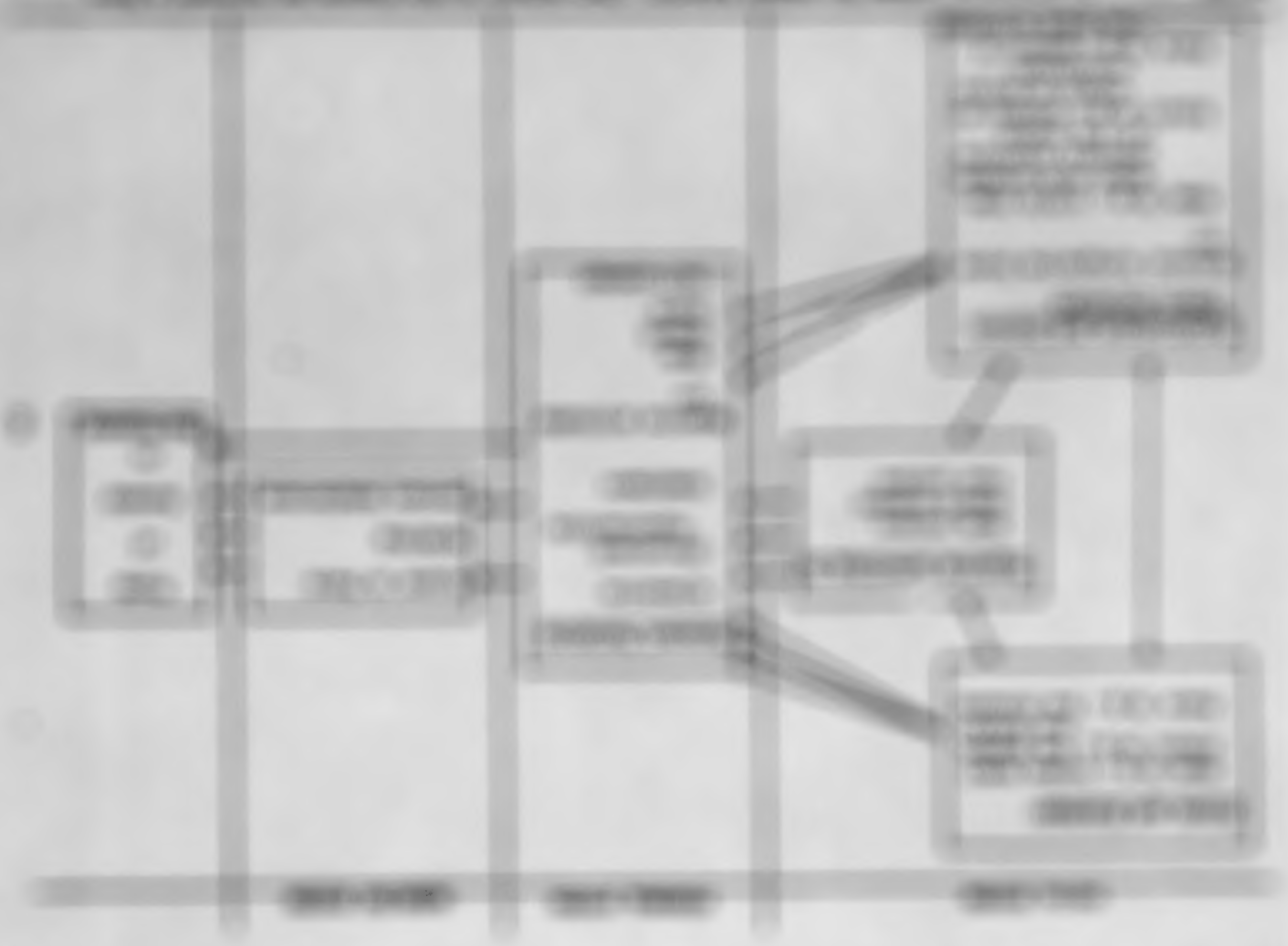

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Runaways have fewer close friends than non-runaways (involvement or integrative bond).

Runaways spend less time with friends than non-runaways (involvement or integrative bond).

Runaways spend less time with parents than do non-runaways (involvement or integrative bond).

Runaways are less committed to peers than are non-runaways (commitment bond).

Runaways have higher rejection of their parents than have non-runners (commitment bond).

Specific hypotheses dealing with high transience and disorganization of the socializing family

Runaway families are more transient than non-runaway families as shown by the number of moves both across town and within a town.

Runaway families have a higher incidence of job change, unemployment, and number of jobs held by the parent than do non-runaway families.

There will be a higher incidence of marital conflict in runaway families as compared to non-runaway families.

There will be a higher incidence of serious family disruption incidents in the family of the runaway as compared to the family of the non-runaway (divorces, death, serious illnesses, etc.).

The parent of the runaway exhibits higher levels of societal estrangement than is found among parents of non-runaways.

The parents of runaways exhibit higher levels of powerlessness than is found among parents of non-runaways.

The parents of runaways exhibit lower levels of self-esteem than do the parents of non-runaways.

These are relatively more single parent families among runaways than among non-runaways.

Inappropriate socialization

In the family of the runaway there is higher tolerance of deviance than in the family of the non-runaway.

In the family of the runaway there is higher tolerance of deviance in the youth than in the family of the non-runaway.

Ineffective socialization*

Runaway families are less nurturant than are the families of non-runaways.

Runaway families have lower levels of affective reward than do non-runaway families.

Runaway families have lower levels of instrumental companionship than do non-runaway families.

Runaway families use social isolation as a form of punishment to a greater extent than do non-runaway families

Runaway families use higher levels of expressive rejection than do non-runaway families.

Runaway families use higher levels of physical punishment than do non-runner families.

Runaway families are higher in protectiveness and constraint than are non-runner families.

Runaway families withhold power and autonomy from the child to a greater extent than do non-runaway families.

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*Although we pose these hypotheses in a simple bivariate sense it should be made clear to the reader that this set of hypotheses have been posed as at the simplest level. We fully expect that there will be interaction effects between different variables which will mediate the influence of particular variables. These will be examined through the utilization of multivariate interaction seeking methods.

Affective punishment is used in runaway families to a greater extent than in non-runaway families.

Runaway families make less use of principled discipline than do non-runaway families.

Runaway families are more indulgent than are non-runaway families.

Negative labeling propositions

Runaways will be more negatively labeled than non-runaways.

Specific hypotheses

Runaways will have more negative labeling by teachers than non-runaways.

Runaways will have more negative labeling by parents than non-runaways.

Control personal system propositions

Runaway youth reject their parents to a higher degree than do non-runaways.

Runaway youth have more negative attitudes to school than non-runaways.

Runaway youth have lower commitment to goals than non-runaway youth.

Runaway youth self-esteem is lower than that of non-runaway youth.

Runaway youth exhibit greater normlessness than do non-runaways.

Runaway youth exhibit greater societal estrangement than do non-runaways.

Runaway youth exhibit greater sense of powerlessness than do non-runaways.

Deviant opportunity and modeling propositions

Runaways are more likely to have peer and friendship groups in which runaway behavior is found than non-runaways.

Specific hypotheses

Runaways' friends will exhibit more runaway behavior than non-runaways' friends.

Runaways' friends are generally more delinquent than non-runaways' friends. Runaways more strongly experience normative peer pressures towards delinquency than do non-runaways.

Interaction and type-effect hypotheses

A number of complex hypotheses could be specified, given the large number of variables which have been measured. The hypotheses generated in this section are derived from the previous empirical and theoretical work regarding runaways. We hypothesize that the runaway youth population falls into certain recurrent classes. Some of these have been discussed in the earlier theoretical section. Figure 4 illustrates a provisional classification of runaways which can be hypothesized on the basis of prior research.

In the earlier theoretical review, three major types of runaways were outlined:

The non-disturbed (the "free" or "running to" runaway)

The delinquent (the "bad," the "socially disorganized," "running from" runaway)

The psycho-pathological (the "sick" or personally disturbed runaway)

These do find a place in the proposed scheme in Figure 4. However, we argue that these three major orientations may be an oversimplification, and that other sub-processes may be operating within these major categories. For example, the diagram indicates that we propose two forms of the "runaway to" type of runaway; a radical or rebellious runner, and an adventurous or pleasure-seeking runaway. The following represents hypothetical descriptions of the set of runaway subtypes which might be expected.

We set up this provisional taxonomy allowing that it may not exhaust all runaway classes, that the classes delineated within it may have

[illegible]

[illegible]

1. [illegible]

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2. [illegible]

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Overall structure of data collection instruments

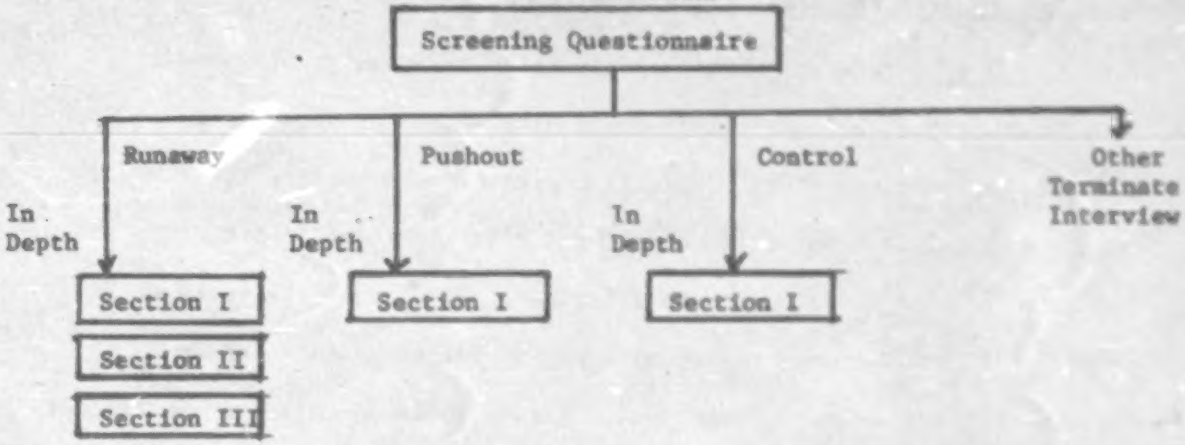
1. Screening Instrument

    Subcomponents:
    I. Introduction
    II. Family Demographic Information
    III. Identification of Runaway

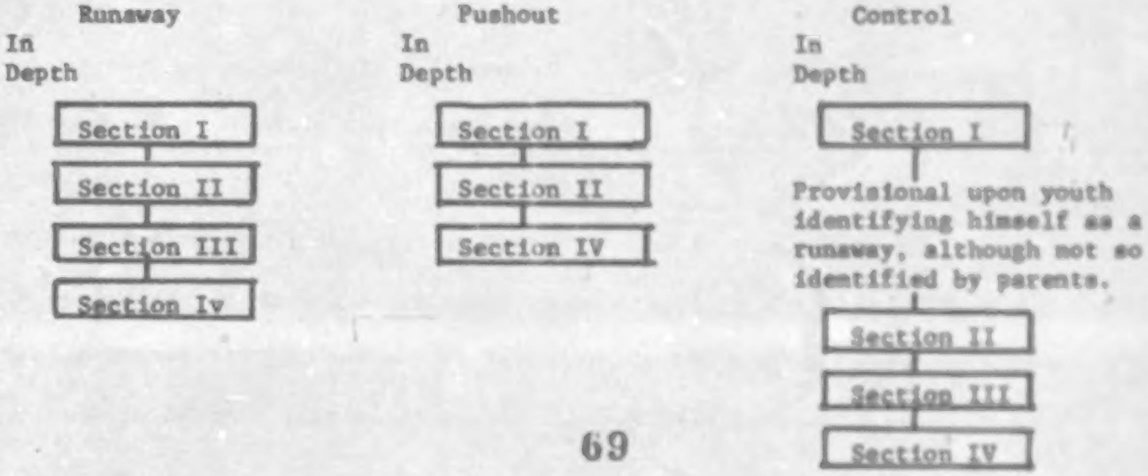
2. In-depth Instrument

    Subcomponents:
    I. Etiological and Sociological
    II. Runaway Episode Information
    III. Services Utilized and Desired
    IV. Continuation of Etiological and Sociological

PARENT INTERVIEW


Screening Questionnaire
Runaway
Pushout
Control
Other
Terminate
Interview
In
Depth
In
Depth
In
Depth
Section I
Section II
Section III
Section I
Section I

CHILD INTERVIEW


Runaway
In
Depth
Section I
Section II
Section III
Section Iv
Pushout
In
Depth
Section I
Section II
Section IV
Control
In
Depth
Section I
Provisional upon youth identifying himself as a runaway, although not so identified by parents.
Section II
Section III
Section IV

The decision to collect demographic and family structure information about families with teenage children prior to the determination of the existence of a runaway, was based on the desire to have as accurate a picture as possible of the incidence of various types of families. Once this general classificatory material was established, the potentially sensitive questions dealing with runaway and push-out behavior were asked. The relationship between types of family and forms of runaway behavior, including non-runaway could thus be ascertained.

The operational definition of a runaway

A lack of agreement in the literature on the meaning of the term "runaway," (see Walker, 1975 for a discussion) prompted us to adopt an explicit behavioral definition within the screener. The criterion which we adopted is common, and central, to most of the definitions which we found in the literature, i.e., that the youth be absent from home for some period of time without the permission or consent of his parents or guardians. This is followed later in the in-depth questionnaire by a subjective definition, i.e., "Was the child actually running away?"

The behavioral definition was used to "screen in" candidates for the full in-depth interview. Question 27 of the screener asks "During the last year, have any of the 10-18 year olds been gone from home without your permission or consent?" Since ALL cases giving an affirmative response to this question were given the full in-depth questionnaire, it is possible to further differentiate runaways according to the numerous other criteria which have been utilized in the runaway literature as part of the definition of the term "runaway," i.e., time away from home, distance traveled, running to..., running from..., psychological characteristics, and so on.

The use of this procedure to screen in all potential runaways followed by the full characterization and description of these cases along all of the relevant definitional traits enables a thorough investigation of the behavior under study. At the same time, this approach gives optimal flexibility in examining the incidence and nature of a variety of types of runaway behavior. It allows for a flexible search for alternative forms of definition of runaway behavior.

The Augmentation of the Definition Through the Addition of "Time Away from Home"

The simple global definition adopted above has the potential flaw that it could screen in too many trivial cases (e.g., away from home simply to play ball for two hours). Therefore, as a precaution, an additional criterion was provisionally added to the definition--"time away from home." Psychologically, "time away from home" is not central to the runaway motives and background. The same set of motives and background could presumably lead to an attempt to run away which is intercepted after only, say, one hour. However, the precautionary device of noting the"maximum time away" was adopted for the purpose of checking on the possibility of the 'screen in' of too many trivial cases. In the first few hundred interviews, a very careful check was made of the various lengths of time associated with absences from home without parental permission. This check included an examination of the number of "trivial" cases that were being screened in, the refusal rate, and the number of false negatives (cases where a youth indicated that he had run away although the runaway incident was not identified by the parental). The outcome of this check indicated that no substantial changes to the questionnaire items were required. The details and outcomes of the procedural checks are provided in Appendix J. Many prior definitions, especially legal definitions, have utilized specific time periods, e.g., 24 hours or overnight, as part of the runaway definitions.

Additional Information Included in the Screener

In addition to runaway items, other items have also been included to discover the incidence of "pushout." Both "runaway and pushout" families were given the in-depth interview.

The information to be collected by the screener is outlined below:

1. Presence of 10-18 year-old children living in the household.
2. Demographic characteristics of children (including runaway child if identified) living in the household.

    Age
    Sex
    Ethnicity
    Years lived in household
    Grade
    Employment
    Religion

3. Demographic characteristics of the family

    Location and type of housing

    Delineation of persons who live in the household by age, sex, ethnicity, relation to head of household, relation to runaway youth, marital status, education, occupation, employment, and length of time on job, religion, length of time in household

    Family income

    Family mobility--moving pattern

4. Presence of 10-18 year-old runaways/pushouts

Episode Questionnaires

The purpose of the episode questionnaires is to obtain descriptive information about the runaway or pushout episodes. Since there are differences in the experiences of adults and of the runaway youth during the time the youth is gone from home, there are separate parent and youth episode questionnaires. Each questionnaire emphasizes the information that would be most relevant to the parent or to the child respectively.

The episode questionnaires provide information for determining the incidence of different kinds of runaway episodes and for answering specific questions, such as questions about differences in runaway behavior between age groups, when the "family process" is held constant. In addition, when combined with information from the screener and in-depth interviews, the episode questionnaires allow the creation of typological descriptions of runaways which should aid the integration of psychological, social, and sociological variables with the behavioral runaway variables.

The information collected in each of the episode questionnaires is outlined below.

EPISODE QUESTIONNAIRE--PARENT

- Frequency--number of times youth has run away
- For the first and last (most recent) episode
  - Date youth left home and total duration of episode
  - Parental Response
    - Initial reaction
    - Report youth missing
    - Steps parents carried out for the return of the youth
- Extended destination of youth (if known)

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○ **[illegible]** [illegible]

○ **[illegible]** [illegible]

○ **[illegible]** [illegible]

be important in filling out the socialization environment of the youth within the family. It should cover some of the issues related to the explanation of runaway through social learning and modeling behavior.

13. Mother's social estrangement. This variable is designed to measure the degree to which a person feels alienated and socially isolated from the larger society. The scale utilized in the present research is that designed by McClosky and Schaar (1963). This scale is identical to that which is used in the youth interview. As with the above measure of mother's self-esteem this scale should be useful in providing a more thorough understanding of the socializing processes within the family as it relates to the runaway child's personality.

14. Mother's powerlessness. This variable measures the degree to which the mother feels some sense of personal control or power over her life. The present measure is one of two factors which have been derived from Rotter's (1966) Internal vs. External control scale.

The Personal System

1. Youth sense of powerlessness. This scale measures the youth's sense of control over the events of his/her life. The concept is similar to that developed by Rotter (1966) dealing with external vs. internal locus of control The scale used is the short form of the Nowicki-Strickland Personal reaction survey (Nowicki and Strickland,1973). This variable has been previously implicated in differentiating between runaways and non-runaways, and in defining different "types" of runaways (see Brennan et. al. 1974).

2. Self-esteem. The self-esteem scale of Rosenberg (1965) has been used in the present survey. A variety of investigators of runaways have suggested that runaways are characterized by having low self-esteem (see Shinohara and Jenkins,1971; Brennan et. al., 1974; D'Angelo, 1974; and others).

However, there is some confusion regarding the heterogeneity of runaways since it has also been found that certain classes of runaways are not characterized by low self-esteem. The typological work of Brennan et. al. indicated that self-esteem could be an important differentiating feature between different "modal types" of runaway youth.

3. Social estrangement. The scale used here to assess youth alienation is identical to that used for the parent, i.e., the McClosky and Schaar (1963) scale. Both empirically and theoretically this variable has been important in prior research on runaways (see Walker, 1976).

4. Normlessness. This variable measures the degree to which the youth believes that unapproved behaviors are required in order to achieve certain desired and generally socially approved goals. Again both in the theoretical explanations of problem behavior in youth and in actual empirical research dealing with runaways (see Brennan et. al., 1976) this variable has been found to be important.

5. Self-reported delinquency. This scale consists of the same set of items that were used to assess "friends" delinquent behavior. Since runaway activity is developed much more elaborately in other parts of the questionnaire this single item was deleted. The overall delinquent behavior scale is administered to all youth in the study. Two other self-reported delinquent behavior scales were included to assess the amount of delinquent activity during the actual runaway episodes, and to assess the amount of delinquent activity in the two months prior to the youth running away. These latter two scales, of course, are applied to runaways only. The inclusion of these scales dealing with delinquent activity should allow the runaway event to be seen within the overall perspective of problem and delinquent behavior of both runaway and non-runaway youth.

3.3 SCALE CHARACTERISTICS

The theoretical scales were analyzed with respect to their reliability (Cronbach's alpha) and homogeneity (Scott's H.R.). The scale characteristics are summarized in Tables 1 and 2 . Considering the scale lengths, which are sometimes very short, the inter-item reliabilities are adequate for the most part. There were several exceptions. The Principled Discipline scale from the Bronfenbrenner Parent Behavior Inventory exhibited very low reliability when administered to parents. The parent version of the Prescriptiveness scale which is also from the Parent Behavior Inventory also proved to have inadequate scale characteristics.

Commitment to Peace, a two item scale, was completely unreliable. A final scale whose reliability was rather low considering its length was the Differential Treatment scale. Three items of the original ten were deleted resulting in a seven item scale with barely adequate reliability.

The corresponding parent and child versions of the Parent Behavior subscales tended to correlate quite highly. In each case the correlations between the parent and child versions were significant at better than the .005 confidence interval. The correlations for the corresponding parent and child scales ranged from a low of .11 for Prescriptiveness and Affective Punishment to a high of .58 for Power. These intercorrelations are presented in Table 3a . The items which comprise the theoretical scales are presented in Appendix 3.

Table [illegible] Scale Analysis of Parent Subject Items

[illegible] Item Numbers	Scale Name	Acronym	Number of Items	Scoring Direction, Item Range	Reversed Items	Reliability	Homogeneity
1. [illegible]	Self esteem	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
3. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4. [illegible]	Parental attitudes against deviance	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
5. [illegible]	Life events	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
6. [illegible]	Marital conflict	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
7. [illegible]	Parental dissatisfaction	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
8. [illegible]	Parental achievement demands	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
9. [illegible]	Parental attitudes against child deviance	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
10. [illegible]	Nurturance	N	[illegible]	[illegible]		[illegible]	[illegible]
11. [illegible]	Affective reward	AR	[illegible]	[illegible]		[illegible]	[illegible]
12. [illegible]	Instrumental companionship	IC	[illegible]	[illegible]		[illegible]	[illegible]
13. [illegible]	Affiliative companionship	AC	[illegible]	[illegible]		[illegible]	[illegible]
14. [illegible]	Prescriptiveness	PRE	[illegible]	[illegible]		[illegible]	[illegible]
15. [illegible]	Social isolation	SI	[illegible]	[illegible]		[illegible]	[illegible]
16. [illegible]	Deprivation of privileges	DP	[illegible]	[illegible]		[illegible]	[illegible]
17. [illegible]	Protectiveness	PRO	[illegible]	[illegible]		[illegible]	[illegible]
18. [illegible]	Power	POW	[illegible]	[illegible]		[illegible]	[illegible]
19. [illegible]	Achievement demands	AD	[illegible]	[illegible]		[illegible]	[illegible]
20. [illegible]	Affective punishment	AP	[illegible]	[illegible]		[illegible]	[illegible]
21. [illegible]	Principled discipline	PD	[illegible]	[illegible]		[illegible]	[illegible]
22. [illegible]	Indulgence	I	[illegible]	[illegible]		[illegible]	[illegible]
23. [illegible]	Expressive rejection	ER	[illegible]	[illegible]		[illegible]	[illegible]
24. [illegible]	Physical punishment	PP	[illegible]	[illegible]		[illegible]	[illegible]
25. [illegible]	Parental negative labeling	PNL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table 5 [illegible]

	[illegible]	[illegible]	[illegible]	Number of Items	Scoring Direction, Item Range	Reversed Items	Reliability	Homogeneity
1.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
2.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
3.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
4.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
5.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
6.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
7.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
8.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
9.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
11.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
12.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
13.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
14.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
15.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
16.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
17.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
18.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
19.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
20.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
21.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]

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	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]

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[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

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and is unknown so that it is impossible to recreate the same list of random numbers or of households.

Once households were selected, their addresses were placed on cards and interview packets were created. These packets consist of an address card attached to a questionnaire, with a sequential identifying number stamped on the cover sheet.

Maps were created to assist interviewers in locating the houses listed on the address cards.

As noted above, each interview is stamped with a sequential identifying number, and each such number is associated with a particular geographical area. A list of the identifying numbers and the associated geographical areas are maintained at the research office for use analyzing the questionnaire results. It should be emphasized that this list associates a questionnaire only with a geographical area and not a particular household.

The resulting "links" between a household, a geographical area, and a questionnaire are illustrated below.

Illustration

Randomly Selected Household Number	Address Street Address and Map	Sequential Questionnaire Number	Geographical Area Code
27	1827 46th Ave.	1002	07

As can be seen from this illustration, once the "links" between household number, address, and the questionnaire number are broken, it would be impossible to associate a given questionnaire with a particular household. All that remains is a "link" between a questionnaire and a geographical area.

Immediately upon completion of an interview, the interviewer removes the address card from the interview. Once the address card is removed, in essence, it is impossible to associate the questionnaire with the household interviewed without the aid of the complete linked list described in the above illustration. These lists were available only to staff of the Behavioral Research and Evaluation Corporation directly involved in the Runaway Project, and they were available only for a short period of time.

Destruction of Household Identification Lists

As indicated above the linked lists of house numbers, addresses, maps, and questionnaire numbers were maintained at BREC offices. Until all interviews in a particular geographical area were completed, the lists for that area were required for administrative and error checking procedures. Once all interviews from a given geographical area were completed the lists, address cards and maps for that area were destroyed, so that complete anonymity was assured.

Some comments

Within the structure of the research design, the above procedures provided excellent control of the anonymity of respondents. Immediately upon completion of an interview only professionals of the BREC staff had the capacity to associate the questionnaire with a given household and this capability lasted only for a short time. When all questionnaires from a given area were complete, the procedures produced complete anonymity. Not even staff of the project could then match questionnaires with households. Furthermore, which households were interviewed was no longer known.

B.2 PROBABILITY RUNAWAY SAMPLES

Parent report

Within the probability sample some subset of households will be identified by parents as having experienced a runaway during the last year. This subset is referred to as the probability runaway sample--Parent Report. As indicated in section III A, both a parent or guardian of the runaway youth and the runaway youth were interviewed, whenever the youth was available.

Combined parent-youth report

In some instances, a youth in the control sample (see below) indicated that he or one of his siblings had runaway even though his parents had denied such an occurrence. For this reason a second runaway sample was constructed which contained all of the cases of parent report of runaway together with the youth-only reported cases of runaway. For simplicity, this combined sample will be called the probability runaway sample.

Serious runaway

A third sample made up of cases of runaway which were more serious in nature was also constructed. The runaways in this sample had been absent from home for at least 24 hours and most had been gone several days or longer. This sample will be referred to as the serious runaway sample.

A breakdown of these samples by time gone from home and by whether the incident was considered a runaway by the various respondents is provided in Table 6. Similar results are given for the purposive sample, which is described below.

These samples provide an indication of the incidence of runaway and, in addition, provide in part, the basis for drawing inferences about the etiology, course, and termination of runaway episodes.

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3.6 STATISTICAL METHODS USED IN HYPOTHESIS TESTING AND TYPOLOGICAL ANALYSES

One-way analysis of variance was used to test for differences between runaways and non-runaways. Post-hoc comparisons between purposive and probability runaways were performed using the studentized Newman-Kuels comparison test. Stepwise discriminant analysis was utilized in many of the analyses as well.

In the later section of this report a series of typological analysis are conducted. Initially to clarify the etiological and possibly explanatory characteristics of runaways, and later to examine the episodic patterns of runaways. The following methodological approaches were utilized in creating these typologies.

For the etiological work the full samples were initially analyzed by the minimum-variance clustering method of Ward (1963). This provided a good hierarchical tree structure for the total samples. However, it is well known that the Ward method may not give the optimal partition at any one partition level. Therefore, we utilized this approach essentially as a starting point to provide input parameters to the more effective iterative relocation clustering (McCrea, 1970; Wishart, 1969; Ball, 1970). The iterative relocation technique (sometimes known as K-means clustering) attempts to successively improve any classification by continual modification until some mathematical criteria of "goodness" is optimized. When the method cannot further optimize this criteria the analysis ends. In the present study we utilized the sum of the within-type squared deviations; of each type-member from the type center for the optimization criterion. In all of the work dealing with the creation of types there is a necessity to choose some measure of similarity between the persons entering the analysis. In both of the present analyses we utilized the unweighted euclidean distance (D). In both the Hierarchical Ward analysis and the single partition K-means analysis this is squared during the process of classification. Alternative similarity criteria and classification criteria are available. However, there is no clear-cut justification for the choice of any of them over those selected in this analysis. In examining the concurrent validity of the later typologies we cross-score the emergant types on variables which did not enter the typology construction phase as part of the input variable set. One-way ANOVA's were run across these types on all continuous variables, while simple cross tabulations, contingency coefficients, and chi-squares were utilized to examine inter-type differences for nominal variables. Although formal significance tests were presented in all of this work, we prefer to use these tests in a descriptive sense. The typologies are then further examined by means of the stepwise multiple discriminant analysis to assess the degree to which the types are well separated, the degree to which the cases in the typology can be correctly classified utilizing only their score patterns on the raw variables, and to give a computation of the U-statistic. This latter statistic (Wilk's Lambda) is an index of the classificatory "goodness" of a typology. Finally simple graphical plot is provided in the discriminant space of the first two canonical variables. This is useful in suggesting degrees of overlap between types, although since only the first two canonical variables are used it should not be regarded as a firm test of non-separation.

3.9 FEASIBILITY CRITERIA

The question of feasibility cuts across all major components of this study. In the following, the methods used in examining the various feasibility issues are discussed within the general topic to which they apply.

Incidence Estimation

An initial step in the estimation of the incidence of runaway through a survey of households is to correctly identify those households which contain a runaway youth. The accuracy of using parent report of runaway will thus be carefully checked. The frequency of false negative and false positive parent reports will be examined and comparisons of the parent and youth descriptions of runaway episodes will be made. The term false negative is used to refer to those cases where parents denied that their child had runaway but where the youth interviewed indicated that he had in fact run away. These cases thus form part of the parent-control youth runaway sample. Similarly, the term false positive refers to those cases where parents indicated that their child had runaway but where the youth denied the occurrence of the runaway incident.

The effect of differing rates of runaway in different geographical areas (urban vs. suburban, for example) on incidence estimation will be considered. Both the accuracy of the estimates and the adequacy of episodic and etiological information may be affected by encountering different rates in different areas.

A comparison of officially reported rates of runaway to the estimated rates will be made. The accuracy of such reports obviously has great effect on the necessity of incidence measurement through a survey of households

Episodic, Social-psychological, and Etiological Data

The major feasibility questions related to this set of data lie in the capability of collecting such information and in the adequacy or usefulness of this data in understanding the runaway phenomenon. The related portions of the results section of this report will document the utility of the information. The capability of collecting the information will be examined through checks of missing data and refusal of respondents to answer the sections of the questionnaire related to these topics.

Services Data

The usefulness of the services data in examining the utilization of and user satisfaction with various services provides the major feasibility test for this data.

Section 5: Results

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both significantly greater for runaway youth in the purposive sample than for non-runaway youth (see Table G 5).

While the mean scores for the four youth personality variables are all ordered in the expected direction, only normlessness significantly differentiates between non-runaways on the one hand and runaways from the purposive and probability samples on the other. Non-runaways exhbit significantly less normlessness than do runaways. Additionally, non-runners differed significantly from the purposive runaways only such that non-runaways scored lower on powerlessness, higher on self-esteem, and lower on societal estrangement. The self-reported delinquent behavior of non-runaways was dramatically and significantly less than that for runaways in either sample.

Comparisons on several single-item measures

Runaway families from the purposive and probability samples were compared to non-runaways on several demographic variables. While previous research had suggested that marital status might be a key discriminating variable between runaway and non-runaway families, no reliable differences were found between the three samples on this variable. Additionally there were no differences between the three groups on whether they owned or rented houses. However, runaway families were somewhat more likely to live in apartments than were non-runaway families.

There were several items which were designed to assess the extent to which families had moved both within town and from town to town in the last five years or in the last year. There were no significant differences in movement rate between the three samples (non-runaway, probability runaway, and purposive runaway).

Multivariate consideration of the theoretical variables

Each of the measures which were administered to the parents and youth in the study were submitted to a stepwise discriminant analysis in order to assess their combined utility in the global differentiation of runaway families from non-runaway families. Unlike the single variable tests reported above, the procedures used in this analysis enable the common variance between the independent variables to be partialed out or subtracted. Thus, variables are empirically added to a discriminant function in a stepwise manner only when they significantly account for unique variance. The results of this analysis are presented in Table 9 at the end of this section.

Negative labeling by parents was the single most powerful variable which differentiated between runaways and non-runaways. This variable alone produces a 74.4% level of accuracy in classifying families into their respective groups. Nurturance (parent measure), Friend's Delinquent Behavior, Attitudes Toward School, Child Battery, Affective Punishment (parent measure), Powerlessness (parent measure), Affective Punishment (youth scale), Occupational Aspirations, and Marital Conflict each contribute uniquely to the differentiation of runaways from non-runaways. When these ten scales are combined in the discriminant function the level of the correct classification of families as runaway or non-runaway reaches 85.4%. It becomes clear that in the global comparison of runaway families to non-runaway families, parents of runaway youth are higher on negative labelling, higher in the use of extreme physical punishment, higher on the use of affective punishment, higher on intra-parental conflict, and express less nurturance toward their child than parents of non-runaway youth. Runaway youth have friends who are more delinquent, have less favorable attitudes toward school, have a greater feeling of powerlessness and lower occupational aspirations than non-runaway youth.

Again, the reader is reminded that this analysis is based on the central tendency of the runaway sample as a whole. Elsewhere a complete discussion of the different empirical types of runaways is developed. This typology strongly suggests that there are runaways who do not fit the description outlined above.

6.3 BIVARIATE COMPARISONS OF VARIOUS RUNAWAY CATEGORIES: AGE, SEX, ETHNICITY, SOCIAL CLASS AND MULTIPLE-SINGLE

Bivariate comparisons between Anglo and non-Anglo runaways

Because of the small numbers of ethnic minorities in the runaway samples, the two largest groups, black and chicano, were collapsed in a comparison with Anglos. In several instances there were differences between Anglos and non-Anglos on parental variables. Non-Anglo parents of runaways exhibited greater feelings of social estrangement, greater feelings of dissatisfaction with their child's behavior, and greater negative labelling than Anglo parents of runaways. The subscales from the Parent Behavior Scale administered to parents indicated that Anglo parents were higher than non-Anglo parents on Affective Reward, Instrumental Companionship, and Indulgence. Non-Anglo parents were higher than Anglo parents on Deprivation of Privileges, Achievement Demands, and the use of Physical Punishment (see Table 6.12).

There were only few differences between Anglos and non-Anglos on any of the measures administered to the youth. Anglo youth exhibited a greater commitment to their peers and reported their parents to be more indulgent toward them (see Tables 6.13 and 6.14).

Bivariate comparisons between runaways from three social classes

The Hollingshead[a] composite index of social class was used for the purpose of the following analyses. The composite index can range from 11 (highest social class) to 77 (lowest social class). For the results presented below Class 1 (high) corresponds to Hollingshead scores from 11 to 30; Class 2

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[a] See Hollingshead, August B., and Frederick C. Redlich, Social Class and Mental Illness: A Community Study, New York: John Wiley and Sons, 1958, pp. 390-391 for a description of this index.

(middle) corresponds to Hollingshead scores from [illegible] to [illegible], and Class 3 (low) corresponds to Hollingshead scores from [illegible] to [illegible]. The results of the social class comparisons for all theoretical variables are given [illegible] in Tables [illegible].

Parent Measures

In only one case were there significant differences between each of the three classes on a single variable. Parents of runaways from the low social class felt significantly greater social estrangement than parents from the middle social class, who, in turn, felt significantly [illegible] social estrangement than did parents of runaways from the highest social class.

In several instances, parents of runaways in the lower social class differed significantly from parents of runaways in the middle and upper groups. Parents from the lower social class felt greater dissatisfaction with their child's behavior, greater social isolation in their behavior toward their child, greater power in [illegible] behavior toward their child, and used greater physical punishment than did parents from the middle and upper social classes (see Table [illegible]).

Youth Measures

Several significant differences between the social class groups were indicated on measures pertaining to variables in the school context. Runaway youth in the middle and higher groups tended to have significantly higher overall grades and tended to be in higher Tracks or ability levels in school than runaways in the lower social class grouping. The Educational Aspiration of the runaway youth from the high social class grouping were significantly higher than those for the middle and low class groups. Consistent with these results is the finding that the Educational Expectations for success were higher

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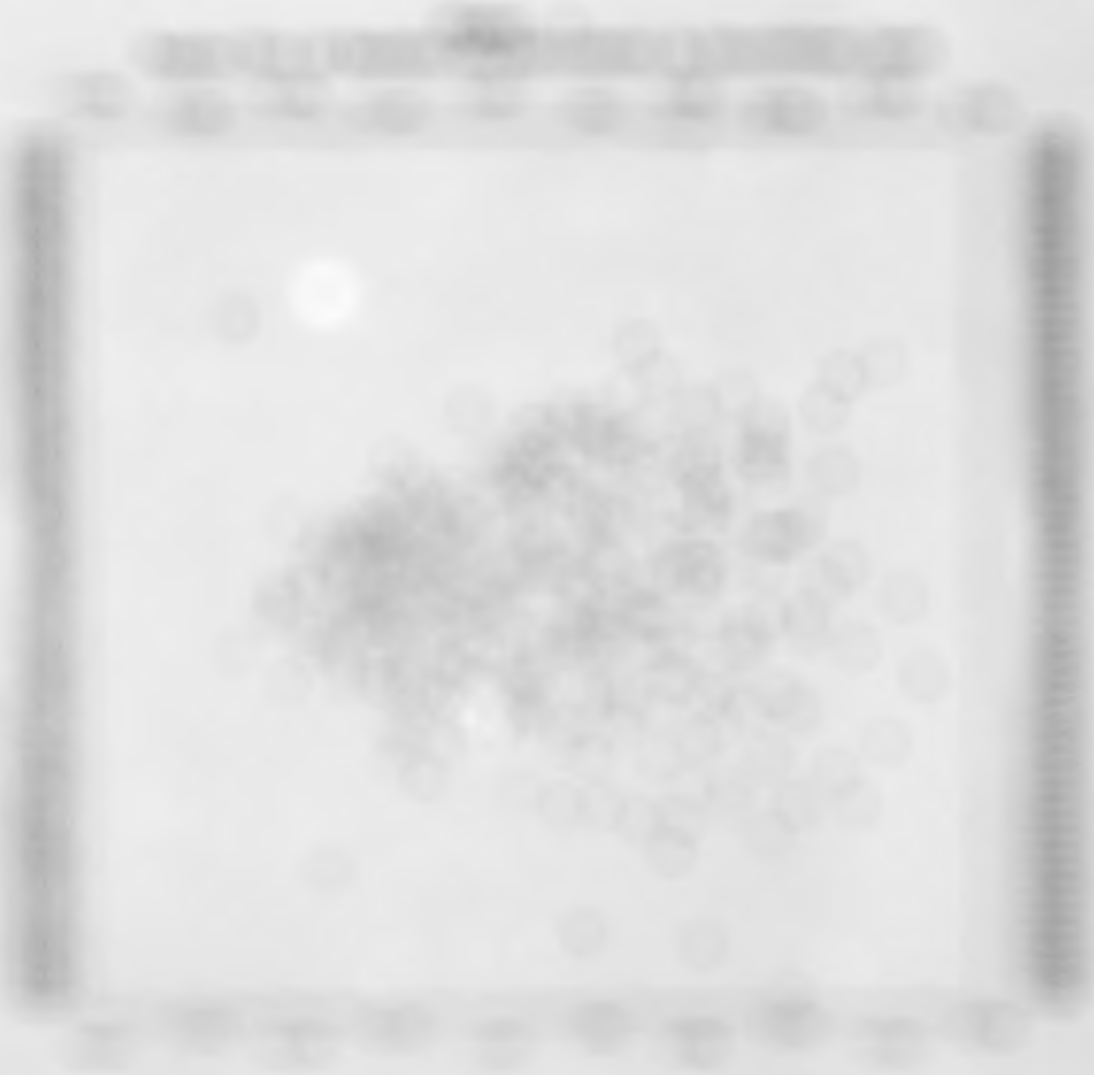

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Table 12 **Discriminant Analysis to Differentiate Male and Female Runners Analysis Based on Youth Scales**

Step No.	Variable	F-Ratio	U-Statistic
1	Educational aspirations	14.1	.92
2	Societal estrangement	6.8	.88
3	Powerlessness	6.4	.85
4	Self-esteem	5.1	.82
5	Expressive rejection	3.9	.80
6	School--aspiration for involvement	4.4	.78
7	Parental achievement demands	3.7	.76
8	Marital conflict	1.5	.76
9	Indulgence	1.2	.75
10	Principled discipline	1.4	.74

Table 13

GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE RUNAWAYS ON PARENT CHARACTERISTICS

	MEAN		
VARIABLE NAME	SINGLE	MULTIPLE	ALL RUNNERS
Parent self-esteem	31.45	30.6	30.9
Parent social Estrangement	12.6	13.5	13.1
Parental powerlessness	6.9	6.7	6.8
Parental attitude against self-deviance	44.4	44.3	44.4
Life events scale	16.5	16.9	16.8
Marital conflict	6.2	6.0	6.1
Parental Dissatisfaction	23.6	28.2	27.4
Parental achievement demands	9.9	9.4	9.6
Parental attitudes against child's deviance	49.3	49.7	49.5
Parental negative labeling	18.9	22.1	20.7

Table 16

GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE SUBGROUPS ON PARENT-CHILD RELATIONSHIPS

VARIABLE NAME	MEAN SINGLE	 MULTIPLE	 ALL SUBJECTS
Nurturance	12.4	11.9	12.1
Affective Reward	12.7	12.2	12.4
Instrumental companionship	10.9	9.8	10.3
Affiliative companionship	11.4	11.5	11.5
Prescriptiveness	12.5	12.8	12.7
Social isolation	6.4	6.4	6.6
Deprivation of privileges	7.6	8.0	7.8
Protectiveness	8.6	9.4	9.0
Power	10.7	10.9	10.8
Achievement demands	8.6	8.5	8.5
Affective punishment	8.7	8.3	8.5
Principled discipline	11.1	11.1	11.1
Indulgence	5.6	5.2	5.4
Expressive Rejection	7.9	8.5	8.3
Physical punishment	4.6	5.1	4.9

Table 13

GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE DEVIANTS ON SCHOOL VARIABLES

VARIABLE NAME	MEAN SINGLE	 MULTIPLE	 ALL DEVIANTS
Grade in English	3.0	3.2	3.1
Overall grade	3.3	3.1	3.2
Track	1.2	1.3	1.2
Repeated Grade	1.4	1.6	1.6
Time spent extramural activities	3.3	3.8	4.0
School involvement (reversed scores)	3.6	3.7	3.6
Aspiration for involvement (reversed scores)	3.0	2.9	3.0
Involvement/aspiration disjunction	.437	.831	.703
Negative labelling by teachers	17.2	20.9	18.8
Educational aspirations	3.4	3.0	3.1
Educational expectations	3.1	2.7	3.0
Educational aspirational expectation disjunction	.362	.313	.370
Occupational aspirations	2.9	3.0	3.1
Occupational expectations	3.2	3.0	3.1
Attitudes to school	23.7	22.8	24.1

Table [illegible]

GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE RUNAWAYS ON PERSONAL VARIABLES AND DELINQUENT BEHAVIOR

	MEANS		
	SINGLE	MULTIPLE	ALL RUNAWAYS
Child Powerlessness	[illegible]	[illegible]	[illegible]
Child self-esteem	[illegible]	[illegible]	[illegible]
Normlessness	[illegible]	[illegible]	[illegible]
Societal estrangement	[illegible]	[illegible]	[illegible]
Self-reported delinquency	[illegible]	[illegible]	[illegible]
Last year SRD before running	[illegible]	[illegible]	[illegible]
SRD while running	[illegible]	[illegible]	[illegible]

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4.5 RUNAWAY EPISODES: GENERAL COMPARISONS AND AN INITIAL BEHAVIORAL CLASSIFICATION SYSTEM OF EPISODES

A great deal of descriptive data has been compiled to describe the actual runaway episodes and the events which occur during this period. Within the framework of the present report we will present the most salient findings and make an initial attempt to create a descriptive classification of the runaway episodes. Tables C1 to C21 deal with the episodic information. The descriptions below are based on these tables.

A. Parent reported knowledge of episodes

In this first section we deal with the information provided by parents regarding the runaway episodes of their children.

1. Number of known "missing without permission" episodes

Of the total sample of runaways approximately 50% are reported as having only one such runaway episode. This proportion remains stable across most of the different breakdowns for age levels, sex and ethnicicty. Regarding social class, however, there are more multiple runaways in the lowest social class runaways. Thirty-one percent of such runaways are reported as having 3 or more episodes. Seventeen of the total runaway sample are reported as having 3 or more such episodes. It should be clear that these data refer only to the 12 month period prior to the interview. This indicates that during the last year, at least, only a minority of the youth can be regarded as multiple runaways.

2. Was the youth missing "overnight"?

Considering the episode for which in depth data is available on the full sample of runaways, a large majority of these involve the youth being absent overnight. For all runaways this figure is 83%. There are no striking differences in the various classes of runaways with the exception that there is a clear trend for the younger runaways to have a lower proportion of episodes 'away overnight' and for the older runaways to be gone overnight. Fifty-four percent of the 10-13 year olds were gone overnight in contrast to 94% for the 16 plus group.

3. Length of time away (in days)

The tables indicate that length of time away clearly varies with the age of the runaway. Forty-six percent of the 10-13 year olds are back home within 1 day, 25% of the 13-14 year olds are back home in this time, and only 13% of the 16 plus year olds are home in this time. Overall, about half of all runners are back home within three days, and about two-thirds are home within a week. A much smaller number of runaway youth remain away from home for longer periods. In the present runaway sample, approximately 10% were away for longer than one month.

4. In which month did the runaway leave home

December is clearly the least favorite month in which to run away. Among the more favorite months, it appears that June is the most popular. Higher frequencies than average also occur in March and September. The higher frequency in June and the lower frequency in December are seen to reappear across most of the different class, age, sex and ethnic groupings of this data.

5. Parental reaction on discovering the runaway epidosde had occurred

Slightly over one-third of the parents indicate that they did nothing but wait. There are some interesting differences on this response regarding the age of the youth. Those parents who have younger children (10-13) are less likely to wait and more likely to call friends and/or relatives. One-third of the parents report that their first response was to call the police.

Another interesting difference is that whereas only about 10% of parents go out and actively look for their child, if the child is in the younger age bracket, a higher proportion of parents will go out and search. An important ethnic difference stems from these tables. Whereas only 6% of single parents will call relatives, 16% of non-single parents will call relatives.

6. How many parents finally report the youth is missing

Around 60% of the probability sample runaway parents do not report their child as missing. Since the purposive sample was drawn from social agencies including the police files, it is not surprising that they have a higher level of parent reporting their child as missing. There are no other clear-cut differences emerging from this question from the tables dealing with the different age, class, etc. breakdowns.

7. How many parents signed a warrant for the youth's arrest

Again the major finding here stems from the differences between the purposive and probability sample. A much higher proportion of the purposive sample parents have signed a warrant for their child's arrest. The figures are 49% as against 21% for the probability sample runaways. There were no other clear-cut differences in the other breakdowns.

8. Did the parent interpret this incident as a "runaway"

About one-third of the parents interviewed did not interpret the incident as a runaway. There is a clear difference between the probability sample and the purposive sample runaway parents in this regard. Fifty percent of the former did not think that they were dealing with a runaway, whereas 74% of the latter interpreted the event as a runaway.

9. How many parents thought running away was against the law

A majority of both the purposive and probability sample runaway parents knew that running away was against the law. The figures are 64% and 69% respectively for the two samples. Non-single and lower social status parents are more aware that running away is against the law than are Anglo and higher social class parents. Among non-Anglo parents, 70% of parents thought that running away was against the law.

10. How was the runaway located and returned

About 5 out of 10 runaway youth return on their own. Older youth have a higher tendency to return on their own than do the younger aged groups. However, this figure increases only to 7 out of 10 for the 16 and over groups.

Of those runaways who are located by some other means, the data indicates that parents, police, and friends or relatives are the most important means of locating the youth. These three are about equal in effectiveness in terms of the proportions of runaways which they locate. Together they account for about 90% of the runaway youth who do not return on their own.

11. Distance travelled by the runaway

Over 50% of all the runaways examined in this study travelled less than 10 miles from their homes. The distance travelled, however, has a very large range, with some 7% of the sample travelling distances of over 1000 miles. There are no clear-cut differences in the various groups that were studied.

12. Knowledge of, and distance of the intended destination

Only about one runaway in 3 or 4 has a specific intended destination. This is true for all runaways in the sample and for all of the various breakdowns which were studied.

13. Interaction with law enforcement authorities as a result of the runaway incident

About two-thirds of the runaways in this study reported no contact with the police during their running away episode. There are striking differences between the probability sample runaways and the purposive sample runaways in this regard.

In general, the purposive sample has far more contact with law enforcement personnel than does the probability sample. Since the purposive sample is much larger than the probability sample and was in part identified through police records, the overall sample figures strongly represent the purposive sample and so perhaps over-represent the amount of contact which runaway youth have with the police. Only 9% of the probability sample runaways were arrested (parent report) in contrast to 38% of the purposive sample. A majority of youth who are arrested during the runaway episode end up having to go to court. In the great majority of cases where the youth was arrested during the episode, the reason for arrest was "running away" and not any other reason. In the purposive sample, 13% of the arrests were for something other than running away. The various cross-tabulations against age, sex, and ethnicity show few clear-cut differences. However, one large difference is that non-anglo runaways have a much higher proportion of both being arrested during the runaway episode and of having to go to court as a result.

B. Youth-reported episode data

In this section we report the data that were supplied by the youth regarding the runaway episode (see Appendix D).

1. Number of times gone from home in the last year

The data again indicates that a minority of runaways indulge in more than three episodes. However, whereas the parent-reported data suggested that the majority of youth fall into the category of being away from home only once, the youth-reported data suggests that the largest class of runaway youth fall into the category of being away from home two or three times during the preceding 12 months.

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4. Personal variables. Social alienation is represented by measures of normlessness, societal estrangement, and powerlessness. Self-esteem, personal delinquent behavior, and age were also used as input variables.

It is apparent that this selection of variables covers all of the major social arenas mentioned in the earlier theoretical development. The different bonding influences, such as involvement, commitment attitudes, and socialization forces are also present.

The choice of "validation" variables for the social-psychological typologies

One type of validity of a typology rests in the degree to which each of its types are clearly separable on the basis of external variables which were not included in the actual construction of the typology. If the 'types' are shown to have large and significant differences on such external 'criterion' variables, then predictive or concurrent validity can be claimed for the typology.

In the typological exercises that are presented below, a variety of variables were excluded from the actual construction phase of the typology. In the k-means analysis of the joint runner/non-runner sample, the variable 'runaway' was excluded thus allowing a cross-tabulation to assess the degree of association between this etiological typology and running away. In the other analysis dealing with an intra-runaway typology based on the etiological variables, we have cross-scored the emerging typology on a large number of other social and psychological variables, as well as episode, delinquency and services data. The set of validation variables is given in the tables describing each of the types.

A description of the TWO typological exercises conducted in this section

In the present section, two typological analyses are described, both of which have the objective of clarifying the patterning of causally relevant variables. These analyses are as follows:

A. Analysis I: an analysis of a large "composite sample"

In this study the total sample of both runaways (purposive and probability sample runaways) and the full control sample are deliberately mixed into one large composite sample. During the typology construction, the item dealing with 'running away' was omitted. Table 20 below indicates the set of variables which were input into this analysis.

The major purpose of this analysis is to identify highly general profiles which may have the power to separate runaways from non-runaways. Each 'type' emerging from this analysis will be cross-classified against the runaway item to give a runaway score for each cluster. In this way, we hope to identify those clusters which have high and low levels of runaway behavior.

B. Analysis II: an analysis confined purely to runaways

In this second exercise we examine purely the runaway sample in order to delineate the structures which exist within the runaway population. Whereas the above initial exercise will search the data for general profiles leading to either runaway or non-runaway, the present exercise will take a much more specific look at the problem of delineating types of runners.

Analysis I: a search for general runaway and non-runaway profiles

The presence of over 300 non-runaway youth in this analysis ensures that it cannot be regarded specifically as an analysis of runaway types. However, the mixing of both runners and non-runners in one large analysis should be especially useful in indicating the kinds of profiles which are associated with runaway youth in a general sense and should provide an important context against which the runaway profile can be more readily interpreted. The methodology used in this exercise have been outlined earlier (see Section III). Two trial hierarchical clustering analyses were run using the Ward method. These both indicated that the five partition level was associated with strong clustering in the data. The K-means method was then used with K set at 5.

The general profiles associated with runaway and non-runaway behavior

Table 20 below indicates the standardized and raw scores for each of the five types which emerged from the K-means analysis of this data. It is noted from the table that Types 1 and 2 have extremely high proportions of runaways — 96% and 93% respectively. The other three clusters, on the other hand, have considerably lower proportions of runaways.

High runaway behavior profiles

Types 1 and 2 exhibit a series of characteristics which are markedly in accord with most of the earlier hypotheses concerning the explanation of runaway behavior. Figure 8 has been included as a device to simplify the presentation of the various profiles. The family, school, peer, and personal variables which are found to characterize the high runaway groups are presented in this chart. Their differences with the non-runaway types are noted on this chart.

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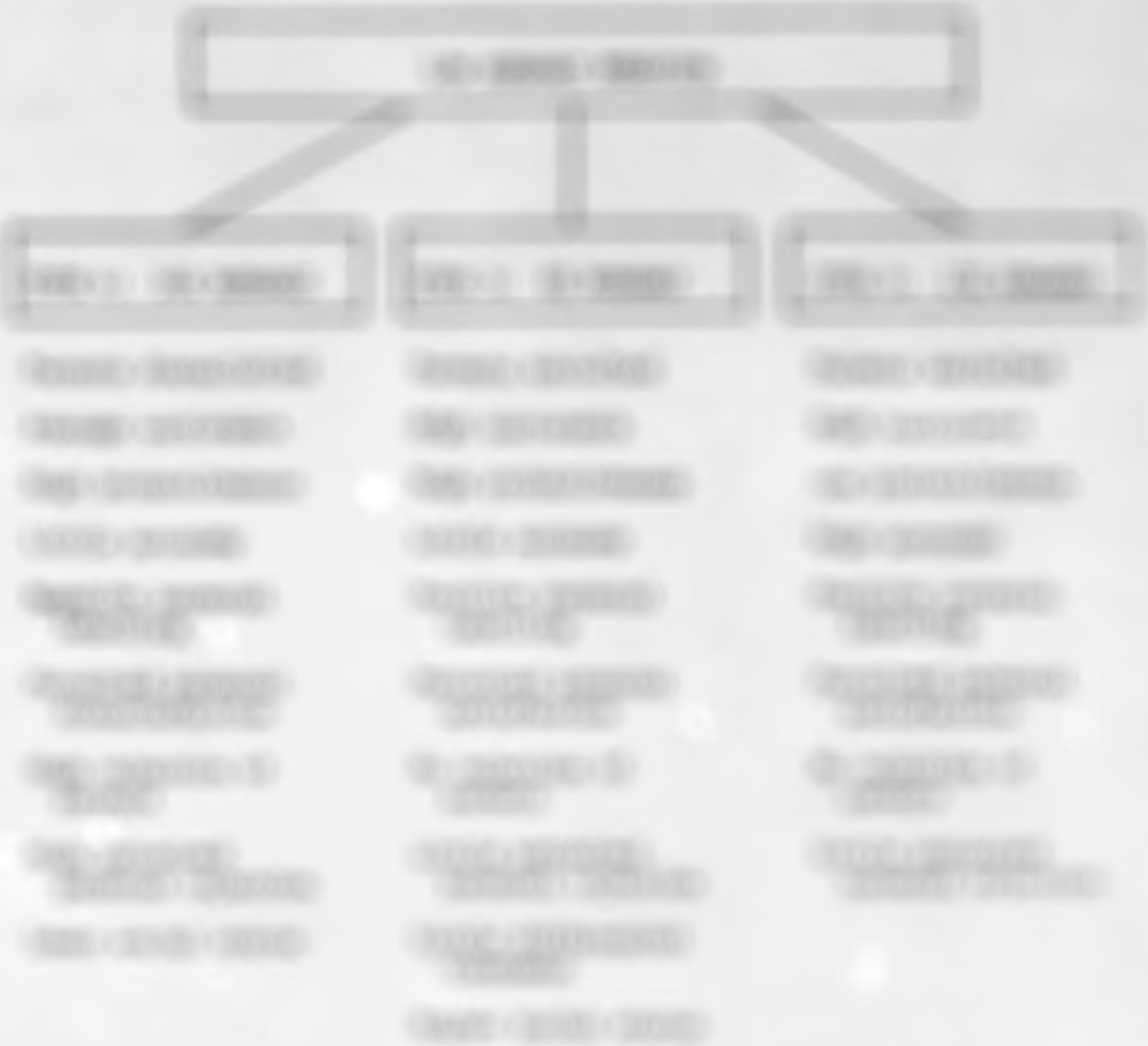

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Table 21

Etiological 4-Way Typological Analysis of Runaways
Standard Scores for Each Type-Centroid

		Type 1 N=47	Type 2 N=22	Type 3 N=42	Type 4 N=54
A.	Family Variables				
1.	Parental attitude to own deviance	.11	-.74	.27	-.01
2.	Life events	.22	-.66	-.18	.22
3.	Marital conflict	-.16	.01	.07	.08
4.	Parental dissatisfaction	.13	-.18	-.69	.50
5.	Parental achievement demands	.56	-.55	-.03	-.25
6.	Parental attitudes to child's deviance	.34	-.89	.14	-.04
7.	Nurturance	.13	-.29	.28	-.21
8.	Protectiveness	.40	-.22	-.54	.16
9.	Power	.30	.48	-.53	-.05
10.	Indulgence	.04	-.03	-.04	-.05
11.	Parental negative labelling	.13	-.16	-.66	.47
26.	Perceived parental dissatisfaction	.23	-.20	-.71	.43
27.	Child rejection of parents	.09	-.63	-.62	.66
28.	Perceived parental rejection	.11	-.59	-.58	.60
29.	Differential treatment	.08	-.43	-.76	.67
35.	Child battery	.32	-.43	-.38	.19
36.	Social class	-.43	.69	-.01	.10
B.	School Variables				
12.	School involvement	-.56	-.40	.17	.52
13.	Aspiration for school involvement	-.71	-.57	.37	.57
14.	Negative labelling by teachers	-.20	-.79	-.21	.66
15.	Educational aspirations	.72	-.77	.20	-.47
16.	Educational expectations	.68	-.58	.21	-.52
17.	Occupational aspirations	-.11	.49	-.18	.03
18.	Occupational expectations	.05	-.03	.36	-.31
19.	Attitudes to school	.38	.12	.18	-.69
C.	Peer Variables				
20.	Number of friends	.19	.01	-.44	.14
21.	Time spent with friends	.07	.11	-.11	.02
22.	Time spent with self	-.06	-.61	.32	.05
23.	Commitment to peers	-.13	-.08	-.16	.27
24.	Normative pressure of friends	.34	.60	.21	-.71
25.	Friends' delinquency	-.21	-.82	-.10	.59

Table 21 Continued

	Type 1 N=47	Type 2 N=22	Type 3 N=42	Type 4 N=34
D. Personal Variables				
30. Powerlessness	-.02	-.08	-.76	.66
31. Child self-esteem	-.24	.57	.59	-.68
32. Normlessness	-.03	-.38	-.38	.67
33. Societal estrangement	.16	-.27	-.60	.35
34. Delinquent behavior	-.30	-.63	-.19	.68
37. Age	-.37	-.09	.62	-.13

Table 22 above indicates the social-psychological profiles associated with the 4 types which are found at this level. In brief, the major features of Class four classes are as follows:

1. Younger non-delinquents with family problems

The data indicates that these youth do not experience serious structural economic or educational strains. Social class is about average. Their school situation is generally good. Relationships with parents are not good and involve the following: over-protectiveness, denial of autonomy, high achievement demands, physical punishment, and perceived parental rejection.

2. Lower social class youth - good family relations but high economic/educational strains

These lower social class youth have generally good relations with their parents. However, they appear to have completely opted out of school in terms of both educational aspirations and expectations. There is also a high disjunction between occupational aspirations and expectations. These youth spend a great deal of time with their friends.

3. Older youth with high levels of autonomy

These youth have generally good family relationships although their parents appear to be extremely liberal providing the youth with large amounts of freedom and autonomy. The youth, however, are somewhat withdrawn from school and have few friends.

4. Highly delinquent youth, high strains in both family and school.

Relationships in both family and school are extremely stressful involving high levels of mutual rejection and dissatisfaction. Peers are highly delinquent, and these youth have high normative pressures towards deviance. They are extremely socially alienated.

A note on the overall taxonomic structure of the following analysis

While the above four type descriptions provide intuitively sensible motivational forces for the runaway activity of each of these major types, our examination of the higher partitioning levels suggests that the above four types remain too general in nature, and that some important sub-type differences are lost.

We now continue this analysis to the more detailed level in which we examine the nature and stability of the various sub-types. This continuing analysis has suggested that the seven sub-type level is reliable statistically, and, at the same time, readily interpretable from a social-psychological point of view.

A schematic version of the overall runaway typology

To aid comprehension of the following sections—where a great deal of descriptive data is presented—we provide a preview of the major structures involved in the social-psychological typology. The most basic division of the seven types which were found involves the level of delinquent behavior of the types. There is a clear pattern of variables associated with this difference, as indicated in Figure 11.

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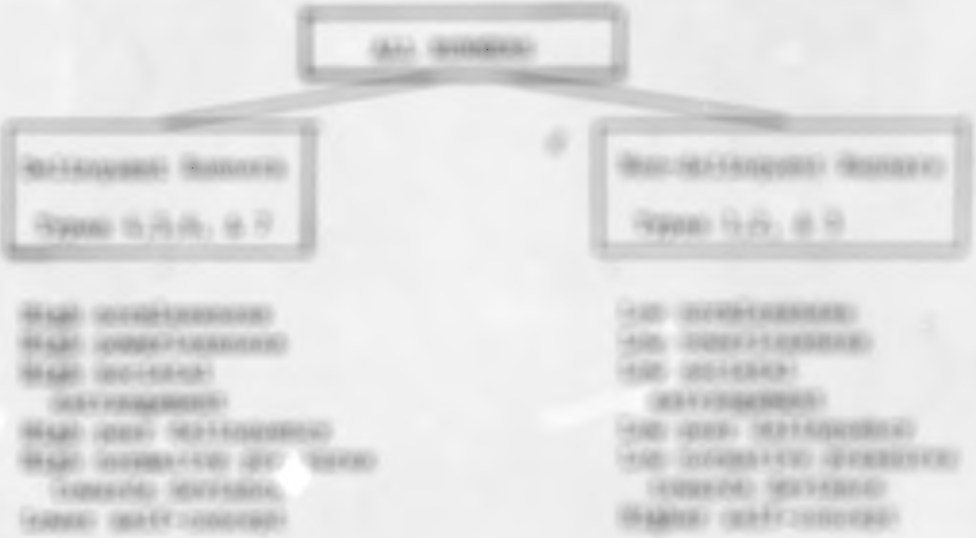

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joy-riding; vandalism; theft of $50 or more; use and sale of hard drugs; breaking and entering.

Type 7: "Young males with highly stressful home and school situations and high commitment to delinquent peers.

A majority of this type of runaway are boys (72%). The average age of the cluster is 14.8 years.

Family situation. Parental dissatisfaction, low nurturance high negative labeling, differential treatment, child's rejection of parents and perceived parental rejection of the youth are found in this generally unsatisfactory family situation.

Parental achievement demands are low and there is a high level of tolerance both of the child's deviance and also of the parent's own deviance. Affective reward and instrumental companionship are very low, while high expressive rejection indicates that the child is in an emotional "push-out" situation. The child's responses on the Bronfenbrenner scales confirm this extreme rejection.

School situation. The school situation of these youth also is evidently dreadful. It falls below not only the non-runaway, but also below all of the other runaway types. They are almost completely uninvolved in school activities and have no interest in being involved. They have the most negative attitudes to school of all the runaway types and have, by far, the highest negative labeling scores by teachers. Their grade levels are extremely low, and they have low educational aspirations and expectations. Occupational aspirations are high and unrealistic, given that their expectations fall well below their aspirations.

Peer situation. These youth spend a large amount of time with their friends and are highly committed to their friends. These peers are highly delinquent, and the youth in this type experience strong normative pressure toward deviant behavior.

Personality and Delinquent Behavior. Again, the same general pattern of high social alienation and low self-esteem is found in this type as in types 4,5 and 6. Among the delinquent acts committed by this group are petty theft, breaking and entering, beating up on other kids, gang fights, use of force to get money, marijuana use, sale of marijuana, truancy, use and sale of hard drugs, and liquor consumption.

Testing the typology

A. Concurrent Validity

Tables [illegible] outline the results of a series of one-way analyses of variance which were conducted using all of the social psychological variables, including those which had not been utilized in creating the typology. An examination of these tables will indicate that numerous statistically significant differences were found between the types for their scores on such validation variables. A good example is personal self-esteem which reaches high significance for the inter-type differences. Additionally, all of these differences appear to be in line with the various theoretical considerations.

B. Statistical Separateness of the Types

We additionally examine the degree to which the various types can be differentiated from each other by the use of the stepwise discriminant procedure. This provides a useful graphic representation of the typology and further tests the degree to which the different cases within the sample can be accurately classified into their appropriate type. This latter procedure involves probability calculations for the type membership of each youth, based purely upon his scores on the input predictor variables (see [illegible], [illegible]). The probability calculation program has no information regarding the [illegible] type membership (these procedures have been utilized previously to examine runaway typologies, e.g. Brennan, et. al., [illegible]).

First discriminant (run using youth measures only)

Table [illegible] indicates that the most powerful youth-generated variable in differentiating between the different types are as follows: educational expectations; perceived parental rejection; perceived parental dissatisfaction; and self-reported delinquency. In relation to the earlier schematic diagram of the differences between the various types, it is clear that these variables would obviously serve the basic purpose [illegible] differentiating between students who have successful versus unsuccessful [illegible] situations, and between students who have good and bad school situations, and finally between students who have a high level of delinquency and those who have a low level of delinquency.

Table [illegible]
[illegible] Discriminant Analysis in Differentiating Between Those Types of [illegible] [illegible] [illegible] [illegible]

[illegible]	Variable	[illegible]	[illegible]	[illegible]
1	Educational Aspirations	[illegible]	[illegible]	[illegible]
2	Perceived Parental [illegible]	[illegible]	[illegible]	[illegible]
3	Perceived Parental [illegible]	[illegible]	[illegible]	[illegible]
4	Self-reported Delinquency	[illegible]	[illegible]	[illegible]
5	[illegible]	[illegible]	[illegible]	[illegible]
6	[illegible]	[illegible]	[illegible]	[illegible]
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9	[illegible]	[illegible]	[illegible]	[illegible]
10	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Canonical Correlation	[illegible]	[illegible]	[illegible]

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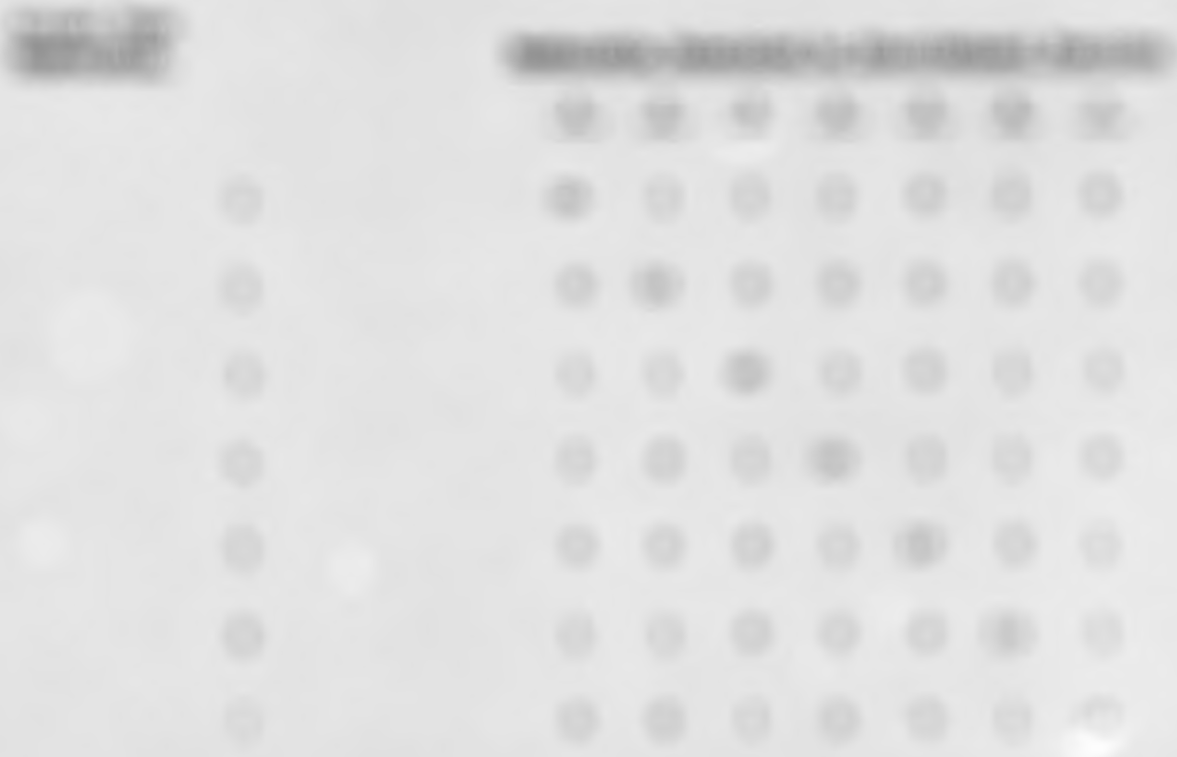

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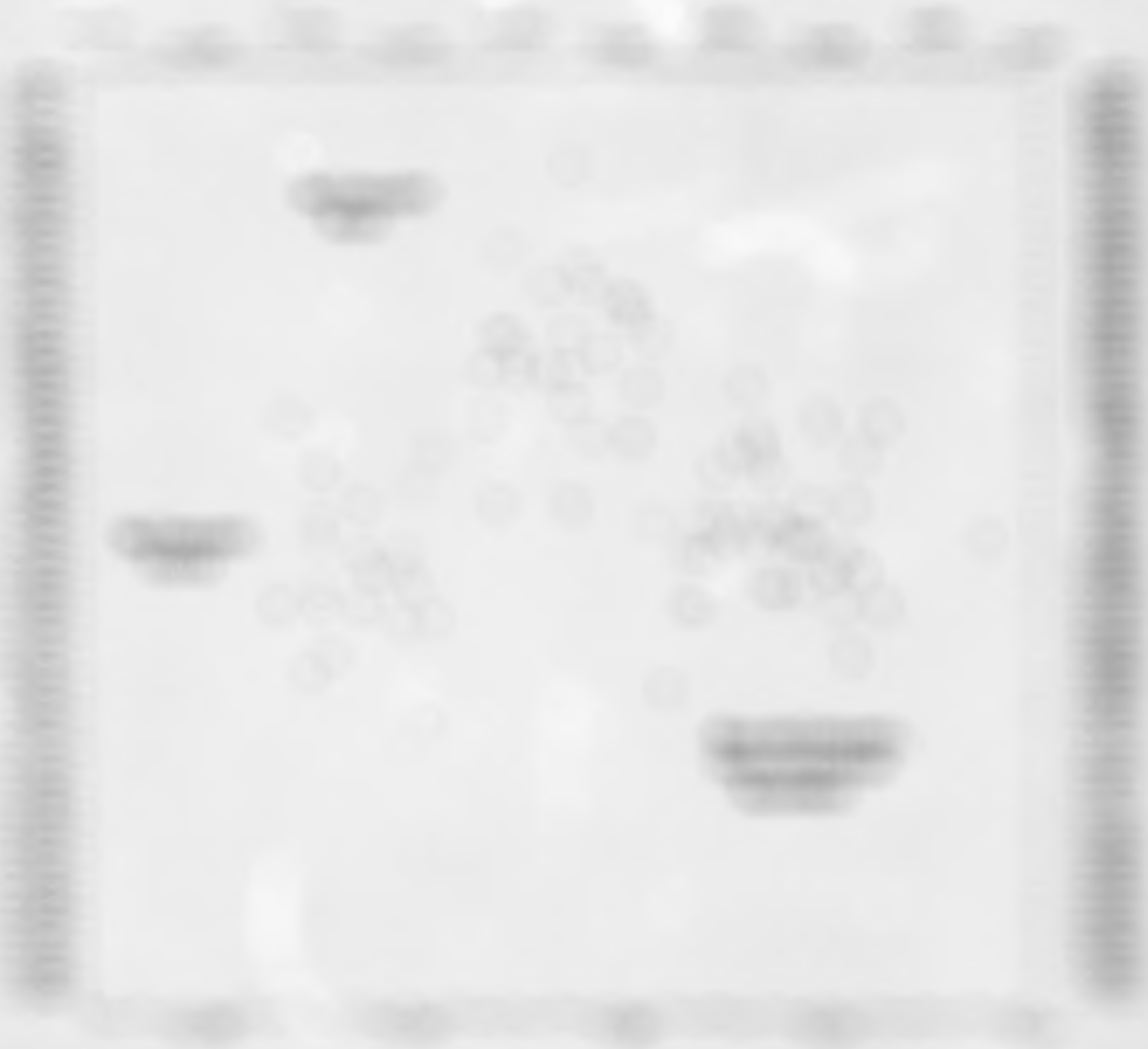

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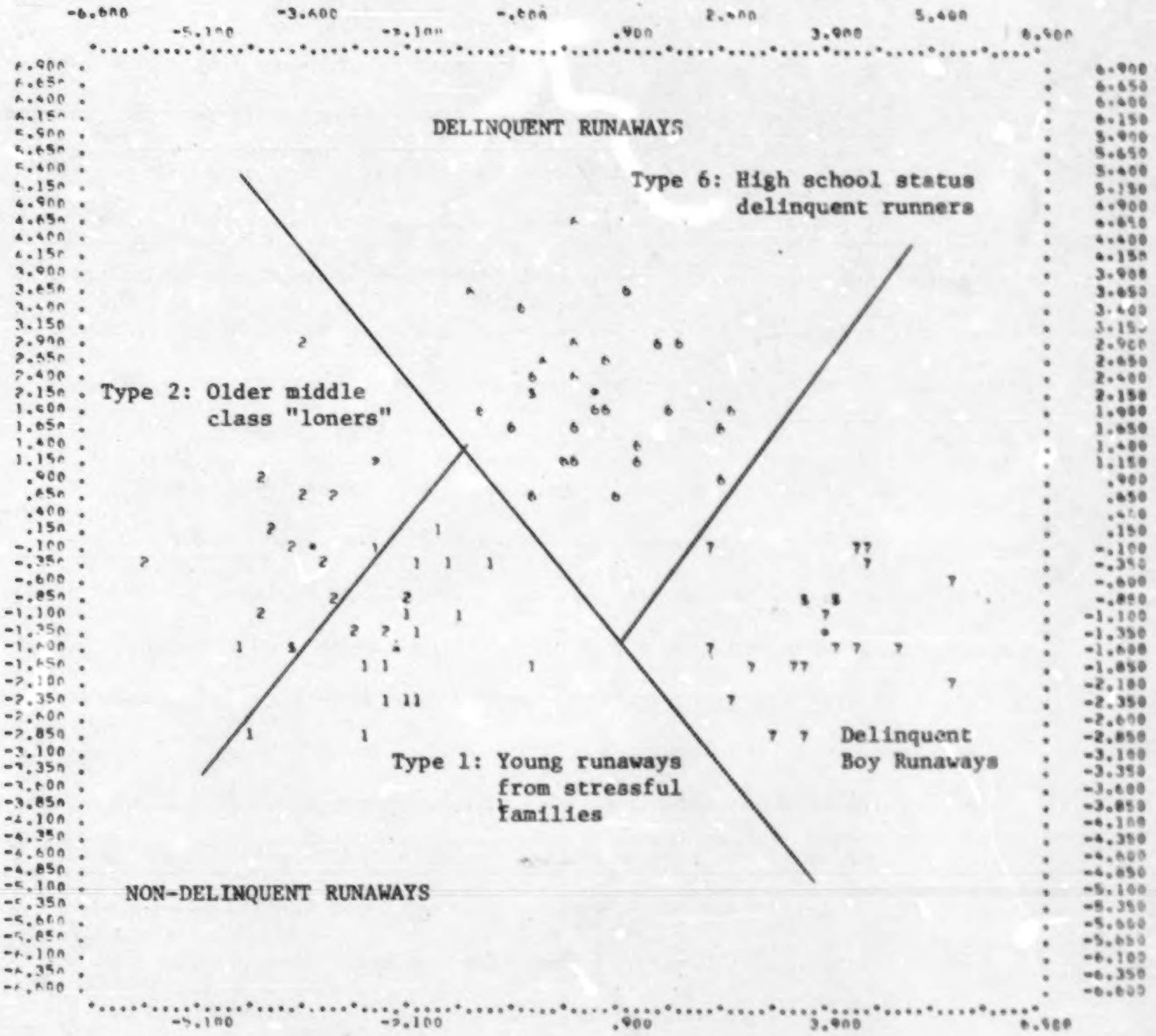
Figure 16
Scatter Plot of Four Middle-class Runaway Types
Using Youth Variables Only



Relationship between the theoretical typology and the empirical typology

The major causal implications within the theoretical taxonomy have been shown by the empirical analysis to be powerfully associated with runaway activity. Family stresses straddle both the delinquent runaway classes and the lesser delinquent runaway types. Modelling opportunities--as assessed by friend's delinquency, and normative pressure towards deviance--additionally enter the empirical typology as important discriminating features between the delinquent and non-delinquent runaways.

Highly delinquent,lower social status runaway type were found in the empirical analysis. This confirms the postulated "delinquent runner" groups of the theoretical typology. The further sub-division into conflict and criminal adaptations is not clear, however, from the empirical analysis. Type 1 appears to fit the "escapist" model as proposed in the theoretical typology. There are two additional non-delinquent empirical types (i.e., types 2 and 3) which fit aspects of the "running to" theoretical paradigm. Numerous inconsistencies, however, can be noticed, e.g., type 3 has a higher level of delinquent behavior than might be expected. These analyses indicate that the separation of the sub-types may depend on a more detailed knowledge of the personal motivational characteristics of the youth.

A very detailed analysis could be possible at the level of the individual empirical and theoretical types. Since the major postulates of the theoretical typology are largely supported by the empirical analysis we will not explore the innumerable contrasts that could be made between these real and ideal types. A general observation, however, is that the empirical results indicate a much more complex inter-locking of the various influences. The parsimonians theoretical separation made in the earlier section seems unrealistic in the light of the empirical typology.

Utilizing the episodic classification, it is possible to see the basic division of "non-radical adventure", "autonomy" and "escapist" runaways. This episodic classification usefully augments the etiological typology in regard to clarification of the specific motivational features for running away.

6.2 THE DELINQUENT BEHAVIOR OF RUNAWAYS, NON-RUNAWAYS, AND DIFFERENT TYPES OF RUNAWAYS*

An important aspect of the present research has been to examine the patterns of delinquent behavior which are to be found associated with runaway youth. There is interest in knowing the degree to which most runaway youth are either more or less delinquent than youth who do not run away. There is further interest in knowing the extent of delinquent behavior before and during the actual runaway episode. Finally there is an interest in knowing the degree to which different kinds of runaways can either be seen as highly delinquent or not delinquent. A further aspect of this work on the concomitant patterns of delinquent behavior deals with whether those youth who run away only once are either more or less delinquent than those who have admitted multiple runaway episodes. It should be noted that there may be several types of runaways each of which may show a different pattern of delinquent behavior. These distinctions are obscured by the global comparison of runaways vs. non-runaways described in the earlier sections.

Comparisons between runaways and non-runaways regarding delinquent activity

Table 27 below indicates the frequency with which a variety of different behaviors are committed by youth in these basic classes. A striking pattern of differences emerges from this analysis. On petty theft, vandalism, beating up on other people, gang fighting, joy riding, all forms of drug taking, and drug sale, the runners emerge as being far more delinquent than do the non-runners.

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*While the delinquent activities which comprise the measure of general delinquent behavior vary in seriousness, the reliability of the total scale (see page 79) is high enough that one may assume with confidence that the items vary together.

Delinquent Behavior During the Actual Runaway Episode

Table 27 again indicates the delinquent activity which occurred during the runaway episode. It can be seen that although the frequency of the commission of different delinquent behaviors is not as high as it was for the 12 month period prior to the episode, it is still very high in comparison to that of non-runaways.

Specifically, taking a car without the owners permission, all forms of drug use, and sale of drugs are far higher than for the non-runaway sample. When it is realized that this comparison is being made for a time period which may only be a few days as compared to a time period which is of 12 months duration it can be appreciated that the runaways are involved in a high rate of commission of delinquent acts during the actual runaway episode.

Delinquent Behavior of the Different Etiological Types of Runaways

The section describing the typology of runaways according to patterns of etiological characteristics has established that different levels of delinquent activity are associated with different etiological types. These differences in delinquency were shown to be associated with distinct levels of social alienation, past delinquency, and normative pressure from peers towards delinquent activities. Table 28 indicates the frequency with which different delinquent activities are committed by the seven different runaway types.

Types 1, 2 and 3 are considerably less delinquent than the remaining types 4, 5, 6 and 7. It can be further noted that types 1 and 2 are not much more delinquent than the non-runaways. Type 3 is more delinquent than the non-runaways but at the same time is sufficiently lower in delinquent activity as compared to high delinquency runaway types, that on balance, we prefer to classify it as a "low-delinquency" runaway type 3.

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TABLE 31 (Con't)

REQUESTS FOR OTHER SERVICES

YOUTH REQUESTS

Type of Service	First Episode Prior	During	After	Total	Most Recent Episode Prior	During	After	Total	Overall Total
AFFORDABLE	3	3	3	9	1	0	2	3	12
Family Counseling	20	11	19	50	8	4	7	19	69
People to Talk to Who Will Keep Complaints about Parents Confidential	11	9	10	30	5	6	4	15	45
People Own Age to Talk To	4	2	5	11	1	1	2	4	15
Well Advertised Runaway Shelters	8	29	3	40	6	19	5	30	70
Other	11	21	19	51	4	9	13	26	77

Section 5: Feasibility

5.1 INCIDENCE ESTIMATION

An important initial step in the estimation of the incidence of runaway through a survey of households is the correct identification of those households which contain a runaway. Such identification depends on two factors. First, what question or questions are to be asked to locate runaway youth and second, which member of a household should answer these questions. The definitional problem depends, in part, on determining for exactly what type of behaviors incidence estimates are desired. This matter is discussed in the recommended questionnaire section. In determining what family member should be used as a respondent, the results from this current study provide some information. In the following, these results are outlined. It is assumed that an adult in each household of the selected sample would be contacted to determine the presence of 10-17 year old youth. The respondents referred to below are thus the respondents within youth households.

Parents as respondents

The use of parents as primary respondents for a survey examining runaway requires that their responses about whether one of their children has run away be valid, that they be knowledgeable about the runaway episode, and that they be willing to provide episodic information to an interviewer. In this current study, parents were both knowledgeable and willing to provide information about runaway episodes, although youth respondents were able to provide more detailed episodic information. The validity of the parent response for the original identification of runaway is, however, questionable. Within the class of serious runaways contained in the probability sample, in four of the 28 cases parents denied that any of their children had been gone from home without their permission. Within the parent-control youth runaway class, [illegible] of the [illegible] runaway cases were not admitted by the parent. Since the discovery of this invalidity comes from the control sample, which is itself only a sample of those households where parents denied that their children had been gone from home without permission, the actual error rate from parent report is likely to be even higher than that indicated by the above figures. This relatively high rate of false negative parent report of runaway, indicates that using parents as the primary respondents in a survey designed to measure the incidence of runaway where runaway is based on an eight hour criterion, would lead to quite inaccurate estimates.

It could be argued that it is not the parent but the youth in the control sample that provided erroneous reports. Examination of the "control-runaway youth" characteristics, however, indicates that these youth are spread out across both age and ethnic categories. Thus, it is not a matter of reports from only younger youth, from whom reports of trivial absences have been exaggerated, nor does it result from a viewpoint taken by a particular ethnic group. Furthermore, the interviewers' impression of these control youth respondents, who stated that they had runaway, was that the youth had been open and honest (cases where there was serious doubt as to the honesty of the respondents are not included in the frequency of false negative parent report, as given above).

Based on these findings, it appears that at least for runaway based on an eight hour criterion, parent report of runaway, by itself, should not be used for the identification of households which contain a runaway.

Youth as respondents

Another option for the choice of primary respondent would be a youth of a selected household. In the current study, whenever a parent indicated that there was a runaway, if the youth involved was interviewed, he confirmed the parent report. Since youth reports would also decrease the number of false negative reports that would be obtained from parents, using youth as primary respondent might result in more accurate estimates of the incidence of runaway. Youth reports, as opposed to parent only reports, would also provide more detailed information about runaway episodes.

As can be seen in Table [illegible] of the methodology section, within the confines of those parents willing to participate in this study, no parent refused permission to interview his or her child. Thus, parent refusal to allow youth to be interviewed does not appear to be a significant problem.

Using youth as the primary respondent presents some logistical problems, however. The experience of this study indicates that it is often more difficult to find a youth at home, and a great deal of effort may be required to obtain a youth interview. In addition, some youth will not be located. In the current runaway sample of this study, in 7 of the 39 cases the youth was unavailable and could not be interviewed, and in the parent-control youth sample 1 additional such case was encountered (see Table [illegible]). Other logistical problems include the necessity of getting parent permission to interview a child when the parents are not themselves interviewed. This situation may affect the refusal rate, since parent-interviewer rapport would not be established. Also, a youth may not be able to reliably report on the activities of his siblings, especially when the youth is in the 10-11 year old age group. Thus, an interview with all or a sample of youth in a selected household may be required.

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5. Police reports of the incidence of runaway provide inaccurate estimates of the true incidence of runaway.

Some considerations for determining sample size for a national survey.

The determination of an appropriate sample size to achieve desired levels of precision depends, in part, on the particular survey strategy employed. For example, separate estimates may be desired for different regions of the country as a part of a national survey, or only national estimates may be required. These two strategies may result in the use of quite different sample sizes to achieve given levels of precision. For this reason no attempt is made to precisely determine a national sample size. The outcomes of this study do provide some guidance, however, and these are presented below.

For the purpose of estimating sample size, the incidence of runaway measured as a percentage or proportion will be taken as the measure of interest. Other information items within the survey would be expected to have lesser or greater precision, based on this sample size, depending on whether these items have a larger or smaller variance in comparison with the variance of the incidence estimate.

To be conservative, the measure of the incidence used will be the proportion of youth households experiencing a runaway during a years time, which, based on the outcome of this study, will be taken to be .07. The accuracy of the incidence of runaway expressed as a proportion of the youth population will then be greater than or equal to the accuracy of the household estimate.

Two major questions must be answered before an appropriate sample size can be determined. First, to what degree of accuracy are the estimates desired, and second, for how many regions are accurate estimates desired. In each region for which estimates are required, the desired level of accuracy should be obtained (see e.g., Cochran, 1963, Ch. 4).

In the following table, the sample sizes required within each region, for precision levels of ± .01, ± .02, ± .03 are given. The sizes were determined by using a simple proportion approach for a 95% confidence interval and applying a correction factor of .5 to account for the effect of clustering obtained in a multi-stage sample. The effect of stratification for the national sample is unknown and is ignored, although based on the different rates in different areas encountered in this study, stratification of the sample is strongly recommended. To the extent that stratification would increase the precision of the estimates, the sample sizes provided below are conservative. The formula used in determining the number of youth households to sample within a region is $h = \frac{4\ p\ q\ (1.5)}{d^2}$, where d is the desired level of precision. Assuming that approximately 1/4 of all households contain a 10-18 year old youth the regional sample size is 4 times the number of sampled youth households. The national sample size would be the size indicated in the table multiplied by the number of regions or subregions for which estimates are desired.

	Degree of Precision		
	± .01	± .02	± .03
For P = .07	15,624	3908	1336

Number of youth households to be sampled to achieve certain levels of precision.

39,000

As an example, if there were 10 major regions for a ± .02 precision level, the approximate national sample size would be 10 X 3908 = 39,000, for a precision of ± .03, the sample size would be approximately 13,600, and for a precision of ± .01, the size would be approximately 136,300.

For determining an actual sample size for a national sample to estimate the incidence of runaway, two of a number of possible alternatives are considered. First, the country could be divided into several geographical areas (which at least on the surface are expected to be somewhat homogeneous), each area being stratified by population density (large cities, small cities or towns, and rural areas). Within each strata appropriate units could be sampled. The above comments then provide guidance for determining an appropriate sample size. Obviously, some balance between number of regions and desired precision will have to be obtained in order to stay within the bounds of a practical sample size which will not exceed available resources.

In an alternative approach, assuming that only the national incidence is of major interest, the country could be divided into primary sampling units. These primary units could then be stratified and subsampled.

If the primary units are grouped to form strata of approximately equal population, this procedure could be designed to insure inclusion of the larger metropolitan areas of the country (see, e.g., Hurwitz, Hansen, and Madow, 1953). On the other hand, population density could be used as one of the bases for stratification, with the sampling fraction within strata being proportionate to stratum populations.

To insure achieving the desired level of precision, strata may replace the regions in the former sample size development. For example, if 20 strata were formed then a 20 X 1336 = 27,000 household sample would provide a ± .03 level of precision for an estimate of the number of youth households that contain a runaway.

In all the above, the lower rural currency rate encountered in this study has not been taken into account. If it were, the sample sizes required for a fixed level of precision would be somewhat lowered.

[illegible] Feasibility Issues of Demographic, Episode, Social-Psychological and Services Information.

The feasibility questions surrounding the demographic, episode, social-psychological and services data are two in number and identical for all. First, were there any consistent difficulties in obtaining the data, and second, was the data useful?

While in isolated cases some questions were unanswered because respondents had difficulty understanding certain items or finding an answer that seemed appropriate, according to interviewer reports, once permission to do an interview had been granted, there were no instances of a respondent refusing to answer a particular item. With the exception of a few items discussed in the recommended questionnaire section, there was also no consistent difficulty in coding or obtaining answers to any of the items. Items proving to be difficult, stem largely from the youth questionnaire. Items suitable for [illegible] year olds were not seen as appropriate to 17 year olds and conversely, items relating mostly to older youth provided difficulty for the younger ones.

The usefulness of the demographic, episode, social-psychological, and services data is documented by the descriptions and explanations contained in the several sections of this report. Each has contributed its portion to increasing our understanding of runaway behavior. Items from these categories which have proved to be more informative and useful are included in the recommended questionnaire.

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Section 6: Summary

In this section the major findings of this study are briefly outlined. The reader is referred to the main body of the text for important, more detailed discussions of these findings.

Feasibility

It is suggested that a national probability sample be used solely for the purpose of estimating the incidence of runaway and that it not be used to collect detailed information about runaway episodes, runaways and their families. This latter would be more successfully accomplished by conducting several smaller studies in several carefully chosen localities. The need for a national sample to determine the incidence of runaway is documented by the large number of cases in which runaway is not reported to the police or other official agencies, thus making estimates based on the reported incidence inadequate.

To partially overcome the problems of false negative reports and unavailable youth respondents, it is suggested that if possible both a parent and a youth of the selected youth households be interviwed. A fuller consideration of these problems is provided in the text.

Due to the low incidence of runaway and low density of the population in rural areas, coupled with increased interviewing costs in these areas, it is suggested that careful consideration be given to the sampling and use of data from the rural areas.

The episodic, social-psychological and services information proved to be exceedingly useful in the description and explanation of runaway. Its use in a larger study is thus warranted.

The definition of runaway used to identify households which contain a runaway has a large impact on the findings of a runaway study. It is suggested that a definition of the form--gone from home without parental permission for more than a specified time period or gone from home with the intent to run away--be employed.

Incidence Estimates

The estimated incidence of runaway for the geographical areas encompassed by this study are approximately 3.6% of the youth population and 7.1% of the youth households, for episodes longer than eight hours in duration or which show serious intent to runaway. For episodes of 24 hours or longer these estimates are approximately 1.0% and 3.0%, respectively.

Services

The general findings from the analysis of the services data indicates a medium level of satisfaction by a majority of users, with Social Service Agencies, friends and relatives, police and schools being the frequently used sources of assistance. Of particular interest is the large request on the part of respondents for the provision of affordable family counseling services.

Findings Dealing with Runaway Behavior

1. Only a minority of the runaway youth have run away more than three times, and those who have are more frequently reported in the lower social class runaway group.

2. The majority of runaways are gone overnight, with the overnight episodes being most frequent among older youth. In general the length of time gone from home increases with age. Overall, about half the runaways return home within three days and about two thirds return within a week. A majority of the runaways travelled less than ten miles from their homes. About one third of the parents indicated that they reacted to the runaway episode by

nothing, another one third called the police. Parents of younger runaways were less likely to wait.

5. The majority of runaways stay with friends during the episode, and for approximately two thirds of the runaways there reportedly was no contact with police. Also, a majority of runaways return on their own. Parents, police and friends or relatives are the most frequent means of locating those who do not return voluntarily.

6. Arguments with parents and problems at home emerge as the most prevalent reasons given by youth for leaving home. These reasons emerge across all class, sex, and age groups. Other reasons for leaving home include problems at school, problems with friends and problems with the police. Many youth also indicate that "personal problems" were an important reason for leaving home.

Global Comparisons Between Runaways and Non-runaways

Many of the major hypotheses regarding the global comparisons between runaways and non-runaways were confirmed.

Family relationships--All of the family relationship data indicated that much greater stresses exist in runaway families. This involves lack of nurturance, parental rejection, child rejection of the parents, lack of companionship, physical punishment, negative labeling by parents and so on.

School relationships--School relationships of runaway youth are critically poorer than for non-runaways. This involves less involvement, lack of interest in being involved, low academic expectations, low aspirations, negative labeling by teachers, and highly negative attitudes towards school.

Peer relationships--Runaways spend more time with their peers than non-runaways. Their peers have higher levels of delinquent behavior and the runaway youth experience more normative pressure towards deviance than do non-runaway youth.

Personality and delinquent behavior variables--Runaways are more socially alienated experiencing higher levels of normlessness, powerlessness, and societal estrangement. Additionally they have generally lower levels of self-esteem. The delinquent behavior of runaways reaches much higher levels than that shown by non-runaways.

Types of Runaways from an Etiological Perspective

The analysis identified seven types of runaway according to the pattern of etiological characteristics:

Low Delinquency Runaways

Type 1 Young non-delinquent youth running from highly stressed family situation.

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VI. REFUSALS

Nonresponses can be a serious problem in interviewing if the number becomes too great. If the study is to be a success, it is of extreme importance that each interviewer minimize nonresponses. The following are some suggestions to help you avoid refusals and to eliminate missing the respondent after several tries.

A. In your introduction, you should be sensitive to a respondent's hesitancy so that you can adapt your response to encourage the respondent to participate in the study. Emphasize the potential benefits of the study, and be reassuring regarding the confidentiality and anonymity of the respondent's answers.

B. Be sensitive to awkward times for the respondent (such as mealtimes) and offer to return at a more convenient time.

C. Try to avoid outright refusals, leaving the door open for another visit. If you are getting nowhere with a respondent, leave before you are given an outright "no."

D. On the front page of the interview schedule write up in detail what was said. In addition, put down your own reactions, including an estimate of the type of interviewer needed to get the interview: e.g., "try male interviewer," "Spanish-speaking," "older motherly type," etc.

APPENDIX B

Episode Variables

Table 8.1 Tabulation of Runaway Episode (Parent-reported) for Number of Episodes

Var No.	Variable Name	Probability 0	Probability 1	Purposive 0	Purposive 1
132	Number of episodes				
	1	13	50	63	62
	2-3	10	38	31	37
	> 3	3	13	23	10

Table 8.5 Tabulation of Runaway Episodes (Percent-reported) for Length of Time Gone

Var No.	Variable Name	Probability N	Probability %	Suspension N	Suspension %
130	Overnight				
	No	6	24	18	12
	Yes	19	76	133	88
180	Time away in Days				
	0	5	0	7	5
	< 1	7	27	17	13
	1-3	5	19	68	56
	4-7	1	0	34	26
	8-14	5	19	19	11
	15-30	0	0	13	0
	31-100	5	19	5	6
	> 100	0	0	3	2

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TABLE 17 CONTINUED

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
336	Wasn't angry anymore AGREE	17	54	38	32	.30	.051

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
337	Fear of what others would think AGREE	3	9	14	12	.29	.053

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
338	Came home because finished what wanted to do AGREE	13	39	20	17	.35	.003

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
339	Came home because missed friends AGREE	5	15	21	18	.32	.019

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
340	Came home because missed parents AGREE	13	39	46	39	.22	.431

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
341	Came home because police caught me AGREE	10	32	43	38	.33	.011

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
342	Came home because agency persuaded me to AGREE	6	19	20	17	.25	.197

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
343	Came home because missed school AGREE	0	0	6	5	.27	.043

Table B 18 Tabulation of Runaway Episodes (Youth-Reported) Experiences While Running

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
		N	%	N	%		
344	Return home voluntarily?					.18	.062
	No	10	30	48	41		
	Yes	23	70	70	59		
345	Any contact with police while gone?					.22	.014
	No	23	70	71	58		
	Yes	10	30	52	42		
346	Picked up by police?					.24	.007
	No	22	71	63	54		
	Yes	9	29	53	46		
347	Arrested?					.22	.053
	No	20	77	53	64		
	Yes	6	23	30	36		
348	Have to go to court?					.14	.349
	No	19	80	63	75		
	Yes	5	20	21	25		
349	Experiences good or bad while gone?					.16	.060
	Very bad	3	9	7	7		
	Bad	3	9	8	7		
	Neither good nor bad	7	22	31	29		
	Good	12	38	36	34		
	Very good	7	22	25	23		
351	How likely leave again?					.20	.164
	Very likely	6	19	18	16		
	Somewhat likely	6	19	21	17		
	Neither likely nor unlikely	2	6	13	12		
	Not very likely	4	13	21	17		
	Not likely at all	10	31	46	39		

Table B 19 Tabulation of Runaway Episode (Parent-Reported) for Number of Episodes

Var. No.	Variable	10-13		14-15		16+		Con. Coeff.
		M	F	M	F	M	F	
152	Number of Episodes							.40
	1	53	62	53	38	80	74	Sig.
	2-3	3	20	38	47	13	26	
	>3	10	18	9	15	7	10	.010

Table B 20 Tabulation of Runaway Episode (Parent-Reported) for Length of Time Gone

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
		M	F	M	F	M	F		
158	Overnight							.30	.000
	No	53	66	33	17	8	6		
	Yes	14	34	65	83	92	94		

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
		M	F	M	F	M	F		
160	Time Away in Days							.37	.007
	0	6	13	3	3	6	6		
	<1	8	31	53	36	2	7		
	1-3	6	13	17	43	38	23		
	4-7	6	18	13	18	13	25		
	8-14	3	6	7	13	8	13		
	15-30	6	13	0	0	7	10		
	31-180	0	0	0	0	10	16		
	>180	0	0	0	0	3	3		

Table B 33 Tabulation of Runaway Episodes (Parent-Reported) for Which Month Ran

Var. No.	Variable	10-13		14-15		[illegible]		Cont. Coeff.	Sig.
159	Month Ran	#	%	#	%	#	%	.39	.030
	January	3	13	7	10	4	6		
	February	2	8	3	3	6	8		
	March	4	16	5	8	7	11		
	April	1	4	5	8	7	10		
	May	1	4	4	7	5	8		
	June	3	13	7	10	8	12		
	July	2	8	4	7	5	8		
	August	1	4	2	3	7	11		
	September	4	13	11	19	5	3		
	October	1	4	7	10	10	16		
	November	4	17	3	3	5	8		
	December	0	0	5	3	2	3		

Table [illegible] [illegible]

Var. No.	Variable	[illegible]		[illegible]		[illegible]		Cont. coeff.
[illegible]	[illegible]	N	%	N	%	N	%	[illegible]
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	Yes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
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Var. No.	Variable	[illegible]		[illegible]		[illegible]		Cont. coeff.
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Table 9.37 Tabulation of Run-away Episode (Youth-Reported)
Factor Leading to Runaway

Var. No.	Variable	10-13 #	10-13 %	14-15 #	14-15 %	16+ #	16+ %	Cont. Coeff.
316	Something at home made you leave?	#	%	#	%	#	%	—
	No	10	42	33	50	63	52	Sig.
	Yes	14	58	33	50	58	48	
								—
	If yes, long term or immediate problem?							
	Long term	6	43	22	67	38	67	
	Immediate	7	50	10	23	8	13	
	Missing data	1	7	3	10	6	10	

Var. No.	Variable	10-13 #	10-13 %	14-15 #	14-15 %	16+ #	16+ %	Cont. Coeff.
317	Argument with parent?	#	%	#	%	#	%	.19
	No	11	46	40	60	58	48	Sig.
	Yes	13	54	26	40	63	52	
								.029
	If yes, long term or immediate problem?							
	Long term	6	46	16	62	38	60	
	Immediate	6	46	6	23	8	13	
	Missing data	1	7	4	15	9	27	

Var. No.	Variable	10-13 #	10-13 %	14-15 #	14-15 %	16+ #	16+ %	Cont. Coeff.
318	Something at school?	#	%	#	%	#	%	.19
	No	24	92	52	79	71	89	Sig.
	Yes	2	8	14	21	9	11	
								.001
	If yes, long term or immediate problem?							
	Long term	2	100	10	71	6	67	
	Immediate	0	0	2	14	3	33	
	Missing data	0	0	2	14	0	0	

Table 9.39 Continued

Var. No.	Variable	10-13		14-17		18+		Cont. Coeff.
319	Something with police?	#	%	#	%	#	%	.16
	No	20	95	57	88	73	91	Sig.
	Yes	1	5	8	12	7	9	
								.759
	If yes, long term or immediate problem?							
	Long term	0	0	1	13	2	29	
	Immediate	1	100	6	75	3	43	
	Missing data	0	0	1	13	2	29	

Var. No.	Variable	10-13		14-17		18+		Cont. Coeff.
320	Something with friends?	#	%	#	%	#	%	.18
	No	23	88	96	87	73	87	Sig.
	Yes	3	12	14	13	11	13	
								.362
	If yes, long term or immediate problem?							
	Long term	2	67	[illegible]	[illegible]	3	27	
	Immediate	1	33	[illegible]	[illegible]	7	64	
	Missing data	0	0	[illegible]	[illegible]	1	9	

Var. No.	Variable	10-13		14-17		18+		Cont. Coeff.
321	Personal things bothering you?	#	%	#	%	#	%	.27
	No	14	54	[illegible]	67	[illegible]	[illegible]	Sig.
	Yes	12	46	[illegible]	33	[illegible]	[illegible]	
								.008
	If yes, long term or immediate problem?							
	Long term	8	67	[illegible]	[illegible]	[illegible]	[illegible]	
	Immediate	1	8	7	[illegible]	6	[illegible]	
	Missing data	3	25	[illegible]	[illegible]	[illegible]	[illegible]	

Table [illegible] Tabulation of Runaway Episodes (Youth-reported)
Mode of Return

Var. No.	Variable Name	[illegible]		[illegible]		[illegible]		C.C.	Sig.
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	Located by others or came on own?							[illegible]	[illegible]
	Self	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	Who located?							[illegible]	[illegible]
	Parents	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Friends/relatives	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Police	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Runaway house	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Social service agency	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

Table [illegible] Tabulation of Runaway Episodes (Youth-reported)
Distance Ran

Var. No.	Variable Name	[illegible]		[illegible]		[illegible]		C.C.	Sig.
[illegible]	How far did you go?							[illegible]	[illegible]
	< 1 mile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	1-10 miles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	11-100 miles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	101-1000 miles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

[illegible] [illegible] [illegible]
[illegible]

[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
[illegible]	[illegible]								[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

[illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]	[illegible]
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	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

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[illegible]	[illegible]							
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]							
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table B 54 Tabulation of Runaway Episode (Parent-reported) for Runaways Contact with Juvenile Authorities While Away

		Male		Female		All Runners		Cont. Coeff.
No.	Variable Name	N	%	N	%	N	%	
174	Contact with police							.01
	No	44	72	61	71	105	71	
	Yes	17	28	25	29	42	29	Sig. .979
175	Picked up by police							Cont. Coeff.
	No	30	60	50	63	80	62	.03
	Yes	20	40	29	37	49	38	Sig. .850
176	Arrested							Cont. Coeff.
	No	37	80	55	74	92	77	.07
	Yes	9	20	19	26	28	23	Sig. .584
177	Reason for arrest							Cont. Coeff.
	Runaway	7	87	19	83	26	84	.06
	Other	1	13	4	17	5	16	Sig. .815
178	Have to go to court?							Cont. Coeff.
	No	35	87	47	76	82	80	.14
	Yes	5	13	15	24	20	[illegible]	Sig. .231
179	Was a petition filed?							Cont. Coeff.
	No	26	90	40	87	66	88	.04
	Yes	3	10	6	13	9	12	Sig. .988

Table B 35 Tabulation of Runaway Episode (Youth-Reported)
Number of Episodes

Var. No.	Variable	Males		Females		All Runners		C.C.	Sig.
280	Number of Times Gone in Last Year	N	%	N	%	N	%	.23	.748
	1	34	44	30	33	64	37		
	2-3	25	34	43	45	68	40		
	>3	18	22	21	22	39	23		

Table B 56 Tabulation of Runaway Episode (Youth-Reported)
Month Youth Left

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.	Sig.
285	Month Ran	N	%	N	%	N	%	.29	.108
	January	9	12	13	17	23	15		
	February	1	1	6	8	7	6		
	March	1	1	6	8	7	6		
	April	2	3	2	3	4	3		
	May	2	3	3	4	5	3		
	June	8	10	8	8	16	9		
	July	10	14	5	6	15	9		
	August	6	8	5	6	11	7		
	September	5	7	9	11	14	9		
	October	14	19	12	15	26	16		
	November	6	8	17	20	23	14		
	December	10	14	7	8	17	10		

Table B 57 Tabulation of Runaway Episode (Youth-Reported)
Length of Time Gone

Var. No.	Variable	Males		Females		All Runners		Coeff.	Sig.
286	Gone Overnight?	N	%	N	%	N	%	.13	.087
	No	20	33	16	21				
	Yes	41	67	59	79				

Table 4.18 Tabulation of Runaway Episodes (Youth Reported)
Sleeping Accommodations

Var No.	Variable Name	Male #	Male %	Female #	Female %	All Runaways #	All Runaways %
287-289	Where slept						
	With friends	35	47	60	63	95	57
	With relatives	5	7	8	8	13	8
	With strangers	3	4	2	2	5	3
	Runaway house	3	4	7	7	10	6
	Outdoors	10	14	2	2	12	7
	Public facility	6	8	4	4	10	6
	Other	12	16	12	13	24	14

Table B.59 Tabulations: Other Youth Involved

Var No.	Variable Name	Male N	Male %	Female N	Female %	All Subjects N	All Subjects %	C.C.	Sig.
297	With how many brothers or sisters?							[illegible]	[illegible]
	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	2-3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	4-5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
298	Sex of brothers/sisters							[illegible]	[illegible]
	Male	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Female	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Both	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
299	With how many friends?							[illegible]	[illegible]
	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	2-3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	4-5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
300	Sex of friends							--	--
	Male	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Female	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Both	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Missing observations	[illegible]				[illegible]	[illegible]		
301	With how many others?							--	--
	1	[illegible]	100	[illegible]	100	[illegible]	100		
	2-3	--	--	--	--	--	--		
	4-5	--	--	--	--	--	--		
	Missing observations	[illegible]							
302	Sex of others							--	--
	Male	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Female	[illegible]	[illegible]	[illegible]	100	[illegible]	[illegible]		
	Both	--	--	--	--	--	--		
	Missing observations	[illegible]							
303	How many others total?							[illegible]	[illegible]
	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	2-3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	4-5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

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[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]	[illegible]
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]							[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

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Table # 73 Tabulation of Runaway Episode (Parent-Reported)
for Locating Runaway

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
165	How Located	N	%	N	%	.11	.257
	Returned on own	9	32	50	46		
	Other	19	68	58	54		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
166	How Located	N	%	N	%	.09	.979
	Parent	8	35	26	34		
	Friend/relative	6	26	17	22		
	Police	6	26	24	31		
	Runaway house	0	0	1	1		
	Social service agency	1	4	2	3		
	Other	2	9	7	9		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
170	How Far had Gone	N	%	N	%	.43	.646
	<1 mile	1	4	6	6		
	1-10 miles	18	66	48	51		
	11-100 miles	6	22	23	24		
	100-1000 miles	1	4	12	11		
	>1000 miles	1	4	8	8		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
171	How Returned	N	%	N	%	.16	.238
	Voluntarily - on own	9	35	42	50		
	Through official agency	3	11	13	15		
	Other	14	54	30	35		

Table B 74 Tabulation of Runaway Episode (Parent-reported) for Knowledge of Intended Destination

Var No.	Variable Name	Non-Angle N	Non-Angle %	Angle N	Angle %	Cont. Coeff.	Sig.
172	Know of intended destination						
	No	20	67	88	74		
	Yes	10	33	31	26	.07	.369
173	How far was intended destination						
	< 1 mile	1	15	1	5		
	1-10 miles	3	43	9	45		
	11-100 miles	1	14	3	15		
	101-1000 miles	1	14	3	15		
	> 1000 miles	1	14	4	20	.61	.372

Table B 75 Tabulation of Runaway Episode (Parent-reported) for Runaways Contact with Juvenile Authorities While Away

Var No.	Variable Name	Non-Anglo N	Non-Anglo %	Anglo N	Anglo %	Cont. Coeff.	Sig.
174	Contact with police						
	No	20	69	84	72		
	Yes	9	31	33	28	.03	.863
175	Picked up by police						
	No	17	61	64	62		
	Yes	11	39	39	38	.01	.903
176	Arrested						
	No	18	64	73	80		
	Yes	10	36	18	20	.16	.130
177	Reason for arrest						
	Runaway	8	80	17	81		
	Other	2	20	4	19	.11	.806
178	Have to go to court?						
	No	16	64	68	86		
	Yes	9	36	11	14	.23	.037
179	Was a petition filed?						
	No	21	91	53	90		
	Yes	2	9	6	10	.03	.630

Table B 76 Youth Demographic Variables (Youth-Reported)

Var. No.	Variable	Non-Single		Single		Cont. Coeff.	Sig.
175	Age	#	%	#	%	.21	.008
	10-13	32	33	112	30		
	14-15	51	34	113	31		
	16+	19	21	144	39		

Var. No.	Variable	Non-Single		Single		Cont. Coeff.	Sig.
176	Sex	#	%	#	%	.21	.000
	Male	63	64	163	44		
	Female	22	36	208	56		

Table B 77 Tabulation of Runaway Episodes (Youth-Reported)
Number of Episodes

Var. No.	Variable	Non-Single		Single		Cont. Coeff.	Sig.
180	Number of Times Gone in Last Year	#	%	#	%	.21	.001
	1	12	33	72	30		
	2-3	18	46	71	40		
	4+	0	22	31	13		

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Table B 90 Tabulation of Runaway Episode (Youth-Reported) Experiences While Running

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
344	Return home voluntarily?	N	%	N	%	.13	.158
	No	16	49	43	33		
	Yes	17	51	86	67		
345	Any contact with police while gone?	N	%	N	%	.002	.866
	No	22	63	82	63		
	Yes	13	37	49	37		
346	Picked up by police?	N	%	N	%	.19	.028
	No	14	42	81	65		
	Yes	19	58	43	35		
347	Arrested?	N	%	N	%	.06	.678
	No	18	64	63	71		
	Yes	10	36	26	29		
348	Have to go to court?	N	%	N	%	.07	.613
	No	17	71	69	78		
	Yes	7	29	19	22		
349	Experiences good or bad while gone?	N	%	N	%	.10	.811
	Very bad	2	7	8	7		
	Bad	1	4	10	8		
	Neither good nor bad	10	36	32	27		
	Good	8	28	41	34		
	Very good	7	25	28	24		
350	Might leave again?	N	%	N	%	.09	.351
	No	20	69	70	57		
	Yes	9	31	52	43		
351	How likely leave again?	N	%	N	%	.14	.492
	Very likely	5	15	24	19		
	Somewhat likely	5	15	27	21		
	Neither likely nor unlikely	4	12	14	11		
	Not very likely	9	26	18	14		
	Not likely at all	11	32	46	35		

Table B 91 Tabulation of Runaway Episode (Parent-Reported) for Number of Episodes

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
152	Number of Episodes	N	%	N	%	N	%	.63
	1	25	59	24	49	14	30	Sig.
	2-3	15	36	18	37	18	39	
	>3	2	5	7	14	14	31	.035

Table B 92 Tabulation of Runaway Episode (Parent-Reported) for Length of Time Gone

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
158	Overnight	N	%	N	%	N	%	.11	.638
	No	5	12	6	12	9	21		
	Yes	37	88	43	88	35	79		

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
180	Time Away in Days	N	%	N	%	N	%	.12	.683
	0	3	7	2	4	3	7		
	<1	6	14	6	12	6	13		
	1-3	16	36	16	33	19	34		
	4-7	8	18	11	23	11	24		
	8-14	5	11	6	12	5	11		
	15-30	3	7	2	4	1	2		
	31-180	1	2	5	10	4	9		
	>180	2	5	1	2	0	0		

Table x 93 Tabulation of Runaway Episode (Parent-Reported) for Which Month Ran

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
159	Month Ran	N	%	N	%	N	%	.41	.100
	January	5	12	1	2	4	9		
	February	2	5	4	8	4	9		
	March	2	5	8	17	4	9		
	April	6	14	3	6	4	9		
	May	2	5	5	10	1	2		
	June	4	9	9	19	0	0		
	July	4	9	3	6	7	16		
	August	5	12	4	8	4	9		
	September	2	5	5	10	6	13		
	October	7	17	4	8	5	11		
	November	2	5	3	6	5	11		
	December	1	2	1	2	1	2		

Table 8.9a Tabulation of Runaway Episode (Parent-Reported) for Parents' First Reaction

Ref. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
102	First Reaction	#	%	#	%	#	%	.19
	Waited	11	28	22	48	13	37	Sig.
	Called police	17	43	13	28	18	40	
	Called friends/relatives	3	7	1	5	3	7	.008
	Called child's friends	5	13	3	7	6	7	
	Went out and looked	3	8	5	11	7	15	
	Other	1	3	2	4	5	5	

Table 8.9b Tabulation of Runaway Episode (Parent-Reported) for Parents' First Reaction

Ref. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
103	Reported Youth Missing	#	%	#	%	#	%	.19
	No	17	43	11	24	16	38	Sig.
	Yes	23	58	35	76	26	62	
								.207

Table 8.9c Tabulation of Runaway Episode (Parent-Reported) for Parents' First Reaction

Ref. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
104	Signed Warrant for Youth's Arrest	#	%	#	%	#	%	.03
	No	23	61	27	59	25	58	Sig.
	Yes	14	39	19	41	18	42	
								.958

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Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
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	No	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Sig.
	Yes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
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Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
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Table B 112 Continued

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
319	Something with police?	N	%	N	%	N	%	.20
	No	40	95	40	83	46	94	Sig.
	Yes	2	5	8	17	3	6	
								.432
	If yes, long term or immediate problem?							
	Long term	1	50	2	25	0	0	
	Immediate	1	50	4	50	2	67	
	Missing data	0	0	2	25	1	33	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
320	Something with friends?	N	%	N	%	N	%	.23
	No	38	86	38	78	45	92	Sig.
	Yes	6	14	11	22	4	8	
								.655
	If yes, long term or immediate problem?							
	Long term	2	33	4	36	1	25	
	Immediate	3	50	6	55	2	50	
	Missing data	1	17	1	9	1	25	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
321	Personal things bothering you?	N	%	N	%	N	%	---
	No	22	51	26	54	32	65	Sig.
	Yes	21	49	21	43	17	35	

	If yes, long term or immediate problem?							
	Long term	14	67	15	71	11	65	
	Immediate	4	19	5	24	4	23	
	Missing data	3	14	1	5	2	12	

Table A.115 Tabulation of Runaway Episode (Youth-Reported)
Mode of Travel

Var. No.	Variable	Class I N	Class I %	Class II N	Class II %	Class III N	Class III %	All Runners N	All Runners %	Cont. Coeff.
329	How did you get there?									.24
	Plane	0	0	0	0	0	0	0	0	
	Bus	4	9	5	10	5	10	14	10	Sig.
	Train	0	0	0	0	0	0	0	0	
	Hitchhiking	9	21	12	25	11	22	32	23	.373
	Had a ride	14	32	12	25	9	18	35	25	
	Walked	15	34	12	25	21	43	48	33	
	Other	2	5	8	16	3	6	13	9	

Table B 113 Tabulation of Runaway Episode (Youth-reported)
Mode of Return

Var No.	Variable Name	Class I #	Class I %	Class II #	Class II %	Class III #	Class III %	C.C.	Sig.
522	Located by/others or home on own?							.08	.622
	Self	10	33	30	62	25	54		
	Other	20	67	18	38	21	46		
523	How located?							.37	.789
	Parents	3	15	2	10	3	14		
	Friends/relatives	3	15	3	14	4	19		
	Police	11	55	13	61	13	62		
	Runaway house	0	0	0	0	0	0		
	Social service agency	0	0	1	5	1	5		
	Other	1	5	2	10	0	0		

Table B 114 Tabulation of Runaway Episode (Youth-reported)
Distance Ran

Var No.	Variable Name	Class I #	Class I %	Class II #	Class II %	Class III #	Class III %	C.C.	Sig.
520	How far had you gone?							.34	.130
	<1 miles	5	13	2	5	8	21		
	1-10 miles	20	49	11	26	14	37		
	11-100 miles	10	22	15	37	13	30		
	101-1000 miles	4	11	8	17	6	16		
	>1000 miles	2	5	7	15	1	3		

TABLE D 116 TABULATION OF ORDINARY EPISODES (YOUTH-REPORTED)
REASONS FOR RETURN

Var. No.	Variable	Class I N	Class I %	Class II N	Class II %	Class III N	Class III %	All Runaways N	All Runaways %	Cont. Coeff.	Sig.
330	Came home because afraid parents worried AGREE	10	24	13	31	22	48	47	33	.27	.018
331	Came home because afraid of getting into trouble AGREE	13	32	9	19	11	26	33	23	.22	.510
332	Too hard trying to make it on own AGREE	13	38	14	30	17	38	44	36	.32	.080
333	Afraid AGREE	9	13	13	25	16	22	38	21	.24	.392
334	No place to go AGREE	10	26	12	25	9	20	31	26	.26	.273
335	Ran out of money AGREE	13	36	9	17	12	33	30	27	.30	.032
336	Wasn't angry anymore AGREE	9	23	13	28	21	48	43	33	.21	.396
337	Fear of what others would think AGREE	5	5	9	11	6	13	13	14	.25	.030
338	Came home because finished what wanted to do AGREE	11	37	12	30	12	34	37	40	.25	.114
339	Came home because missed friends AGREE	5	7	9	17	9	23	23	12	.25	.185
340	Came home because missed parents AGREE	11	26	17	35	21	36	44	37	.35	.019

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Var. No.	Variable	Class I		Class II		Class III		All Classes		Cont. Coeff.	Sig.
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Table C 10 - Intentionality of Runaway Act

"Were you running away?"

	Type 1	Type 2	Type 3	Type 4	Type 5	All Runners
	%	%	%	%	%	%
No	33.8	16.7	42.9	5.8	28.6	25.3
Yes	58.5	83.3	57.1	92.3	71.4	70.9
Missing data	7.7	-	-	1.9	-	3.8

Table C 11 Runaway Made Planned or Sudden Decision to Leave

	Type 1	Type 2	Type 3	Type 4	Type 5	All Runners
	%	%	%	%	%	%
Planned	16.9	66.7	39.3	40.4	28.6	31.0
Sudden	73.8	33.3	53.6	57.7	71.4	63.3
Missing data	8.2	-	7.1	1.9	-	5.7

Table C 12 Length of Time Planned to Stay Away

Days	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runners %
Didn't think about it	55.4	-	21.4	-	28.6	27.8
less than 1	4.6	-	21.5	-	-	5.6
1-3	12.3	-	3.6	-	42.9	7.6
4-7	4.6	-	7.2	-	-	3.1
8-14	4.6	-	3.6	-	14.3	3.1
15-30	7.7	-	7.1	-	14.3	5.0
31-180	7.7	-	21.4	-	-	6.9
more than 180	3.1	100.0	14.3	100.0	-	40.5

Table C 13 Length of Time Gone

Days	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runners %
0	9.2	-	3.6	3.8	-	6.3
less than 1	21.5	-	14.3	9.5	14.3	15.3
1-3	28.3	-	14.3	21.1	57.2	24.1
4-7	10.7	33.3	35.8	17.2	14.3	18.4
8-14	4.6	-	10.7	11.5	-	7.6
15-30	8.5	-	7.1	11.5	-	8.8
31-180	15.5	50.0	14.3	19.2	14.3	17.7
more than 180	-	16.7	-	3.8	-	1.8

Table C 14   Proportion of Each Episodic Type Represented by the Etiological
      &   Types

	Episodic Types				
Etiological Types	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %
Type 1	9.2	-	3.6	17.3	-
Type 2	13.8	16.7	3.6	5.8	14.3
Type 3	24.6	33.3	35.7	19.2	14.3
Type 4	10.8	-	17.9	15.4	14.3
Type 5	6.2	-	7.1	25.0	14.3
Type 6	16.9	33.3	17.9	13.5	28.6
Type 7	18.5	16.7	14.3	3.8	14.3
Missing Data	-	-	-	-	-

Table C 15   Proportion of Each Episodic Type Represented by Single and Multiple Runaways

	Episodic Types				
Number of Times Run Away	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %
Single	49.2	50.0	42.9	62.3	57.1
Multiple	50.8	50.0	57.1	37.7	42.9
Missing Data	-	-	-	-	-

Note: There are no Tables 16 and 17, due to a numbering error.

Table 4 18 To Whom Parent Reported Runaway Missing

	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runaways %
Friend	33.4	16.7	42.9	20.0	42.9	34.2
Police	33.4	66.7	57.1	60.2	57.1	60.8
Other	-	-	-	-	-	-

Table 4 19 Runaway Found by Parents or Returned on Own

	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runaways %
Self	54.9	11.1	55.6	33.7	42.8	40.8
Others	23.8	50.0	44.4	61.5	57.1	44.8

Table 4 20 How Runaway Was Located

	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runaways %
Parents	4.8	-	-	15.3	-	7.0
Friends	4.4	-	15.8	3.8	28.6	7.0
Police	31.7	66.7	28.4	38.5	14.3	30.7
Runaway house informed parents	-	-	-	-	-	-
Soc.Ser. agency informed parents	1.5	-	-	3.8	-	1.9
Other	3.1	-	3.6	1.8	-	3.3

Table [illegible] [illegible]

	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Respondents %
Plane	--	[illegible]	--	--	--	[illegible]
Missing Data	100.0	[illegible]	100.0	100.0	100.0	[illegible]
Bus	[illegible]	--	--	[illegible]	100.0	[illegible]
Missing Data	[illegible]	100.0	100.0	[illegible]	--	[illegible]
[illegible]	--	--	--	--	--	--
Missing Data	100.0	100.0	100.0	100.0	100.0	100.0
Hitchhiking	[illegible]	[illegible]	[illegible]	[illegible]	--	[illegible]
Missing Data	[illegible]	[illegible]	[illegible]	[illegible]	100.0	[illegible]
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Missing Data	[illegible]	[illegible]	[illegible]	[illegible]	100.0	[illegible]
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Missing Data	[illegible]	100.0	[illegible]	[illegible]	100.0	[illegible]
Other	[illegible]	--	[illegible]	[illegible]	--	[illegible]
Missing Data	[illegible]	100.0	[illegible]	[illegible]	100.0	[illegible]

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Number of Friends.

1. How many close friends do you have?

A. None

B. 1 or 2

C. 3 to 5

D. 6 to 10

E. 11 to 15

F. 16 or more

G. Don't know

Time Spent with Friends vs. Alone vs. with Family.

1. On the average how much time each day do you spend all by yourself?

   A. Almost no time
   B. About half an hour a day
   C. About one hour a day
   D. About two hours a day
   E. Three or more hours a day
   F. Don't know

2. Not counting time in school, how much time do you spend with your friends on the average?

   A. Almost no time
   B. About half an hour a day
   C. About one hour a day
   D. About two hours a day
   E. Three or more hours a day
   F. Don't know

3. On the average how much time do you spend each day doing things with your father and mother?

   A. Almost no time
   B. About half an hour a day
   C. About one hour a day
   D. About two hours a day
   E. Three or more hours a day
   F. Don't know

Attitudes Toward Peers. Hirschi (1969) and Elliott and Voss (1974)

1. How much would you like to be the kind of person your best friends are?
   - a. In every way
   - b. In most ways
   - c. In some ways
   - d. In just a few ways
   - e. Not at all
   - f. Don't know

2. If you found that your friends were leading you into trouble would you still run around with them?
   - a. Yes, I'm sure I would
   - b. Yes, I probably would
   - c. Maybe I would and maybe I wouldn't
   - d. No, probably I wouldn't
   - e. No, I'm sure I wouldn't
   - f. Don't know

Normative Pressures of Friendship Group: NMHP (1976)

	Don't Know	Always	Most of the Time	Some of the Time	Seldom	Never
(-) 1. The kids in my group would think less of me if I were to get in trouble with law.						
2. Getting into trouble in my group is a way of getting respect.						
(-) 3. The members of my group feel that laws are good and should be obeyed.						
4. The kids in my group get into trouble at home, in school, and in the community.						
(-) 5. Kids that get into trouble a lot feel very uncomfortable in my group.						
6. When I choose a group of friends, I choose kids that are not afraid to have a little fun even if it means breaking the law.						
(-) 7. Kids who get into trouble with the law are "put down" in my group.						
8. If you haven't gotten into some kind of trouble the kids in my group think you are chicken or something.						

(-) indicates reverse scored items

Note: A high score indicates normative pressure toward deviance

Child's Report of his Friends' Delinquency, [illegible] (1979)

Recent studies suggest that everyone breaks some rules and regulations during their lifetime. Some break them regularly, others infrequently. Some are more serious and others are less serious. Below are a number of rules and laws which typically apply to youth. Please read each of these things carefully and then circle the answer you think best describes the activities of your friends in the last six months.

	Very Often	Several Times	Once or Twice	Never
1. Given a teacher a fake excuse for being absent.				
2. Taken little things (worth $5 or less) that didn't belong to you.				
3. Broken into a place that is locked just to look around.				
4. Taken a car for a drive without the owner's permission.				
5. Taken something from a store without paying for it.				
6. Damaged public or private property just for fun.				
7. Beat up on other kids or adults just for the heck of it.				
8. Participated in gang fights.				
9. Taken something worth $50 or more that didn't belong to you.				
10. Run away from home.				
11. Used force (strong arm methods) to get money from another person.				
12. Used marijuana.				
13. Sold marijuana.				
14. Skipped school without a legitimate excuse.				
15. Sniffed glue or inhaled toxic fumes.				

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Normlessness. BREC (1976)

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is sometimes necessary to lie on a job application to get the job you want.	1	2	3	4
2. If one wants to get good grades in school, he will have to cheat sometimes.	1	2	3	4
3. It's OK to lie if you are protecting a friend in trouble.	1	2	3	4
-4. One can make it in school without having to cheat on exams.	1	2	3	4
-5. One should always tell the truth, regardless of what one's friends think of him.	1	2	3	4
6. If one wants to have nice things, he has to be willing to break the rules or laws to get them.	1	2	3	4

- Indicates reverse scoring

Self-Reported Delinquency. NRRI (1976)

Recent studies suggest that everyone breaks some rules and regulations during his/her lifetime. Some break them regularly, others infrequently. Some are more serious and others are less serious. There are a number of rules and laws which typically apply to youth. Please read each of these things carefully and then circle the answer you think best describes your activities in the last two months.

	Very Often	Several Times	Once or Twice	Never
1. Given the teacher a fake excuse for being absent.	____	____	____	____
2. Taken little things (worth $5 or less) that didn't belong to you.	____	____	____	____
3. Broken into a place that is locked just to look around.	____	____	____	____
4. Taken a car for a drive without the owner's permission.	____	____	____	____
5. Taken something from a kid's locker without asking him.	____	____	____	____
6. Damaged public or private property just for fun.	____	____	____	____
7. Beat up on other kids or adults just for the heck of it.	____	____	____	____
8. Participated in gang fights.	____	____	____	____
9. Taken something worth $50 or more that didn't belong to you.	____	____	____	____
10. Used force (strong arm methods) to get money from another person.	____	____	____	____
11. Used marijuana.	____	____	____	____
12. Sold marijuana.	____	____	____	____
13. Skipped school without a legitimate excuse.	____	____	____	____
14. Sniffed glue or inhaled toxic fumes.	____	____	____	____

Self-Reported Delinquency. [illegible] ([illegible])

	Very Often	Several Times	Once or Twice	Never
15. Used hard drugs.	____	____	____	____
16. Sold hard drugs.	____	____	____	____

17. Are there any other things that you have done in the last ten months that you could have gotten in trouble for if you were caught--like hitchhiking or panhandling? (Specify each activity. For each activity mentioned ask whether it occurred Very Often, Several Times, or Once or Twice.)

	Very Often	Several Times	Once or Twice
____________________	____	____	____
____________________	____	____	____
____________________	____	____	____
____________________	____	____	____
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	Very Often	Several Times	Once or Twice	Never
1. [illegible]	____	____	____	____
2. Taken little things (worth $5 or less) that didn't belong to you.	____	____	____	____
3. Broken into a place that is locked just to look around.	____	____	____	____
4. Taken a car for a drive without the owner's permission.	____	____	____	____
5. Taken something from a [illegible] without [illegible].	____	____	____	____
6. Damaged public or private property just for fun.	____	____	____	____
7. [illegible]	____	____	____	____
8. Participated in gang fights.	____	____	____	____
9. Taken something worth $50 or more that didn't belong to you.	____	____	____	____
10. Used force (strong arm methods) to get money from another person.	____	____	____	____
11. Used marijuana.	____	____	____	____
12. Sold marijuana.	____	____	____	____
13. Skipped school without a legitimate excuse.	____	____	____	____
14. Sniffed glue or similar type drugs.	____	____	____	____

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Parental Attitudes Toward Deviance. Jessor (1974)

I'd like to know how wrong you think different kinds of actions are. Most people think that something like murder is very wrong while something like bragging may be considered only a little bit wrong or not wrong at all. I will be asking you about a number of different actions and I would like you to tell me, for each one, how wrong you feel it is for an adult like you to do each of these things. Your answers can be Very Wrong, Wrong, A Little Bit Wrong, or Not Wrong At All.

Here's the first one--	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong At All
1. For example, how wrong is it for an adult like you to lie to someone about something important? Would you say very wrong, a little bit wrong, or not wrong at all?	VW	W	LBW	NWAA
2. How about to damage property that doesn't belong to you, just out of carelessness? How wrong is that?	VW	W	LBW	NWAA
3. To hit someone because you're angry at him?	VW	W	LBW	NWAA
4. To try marijuana to see what it's like?	VW	W	LBW	NWAA
5. For an adult like you, how wrong is it to take something of value from a store without paying for it?	VW	W	LBW	NWAA
6. To drink alcoholic beverages?	VW	W	LBW	NWAA
7. To try drugs like LSD just for the experience?	VW	W	LBW	NWAA
8. To create a disturbance in a public place?	VW	W	LBW	NWAA
9. To drive when you've had a fair amount to drink?	VW	W	LBW	NWAA
10. For an adult like you, how wrong is it to use marijuana regularly?	VW	W	LBW	NWAA
11. To borrow a small amount of money from a friend without really intending to pay it back?	VW	W	LBW	NWAA
12. To have sexual relations outside of marriage?	VW	W	LBW	NWAA
13. To lie about your past experience when filling out an application for something--like a job?	VW	W	LBW	NWAA

Parental Attitudes Toward Child's Deviance. Jessor (1974)

Now I'm going to read you another set of actions or things people do. This time, however, I'd like you to tell me how wrong each of these would be, not for an adult like you, but for a youth like your son or daughter to do. So for each of these, tell me if you feel it would be Very Wrong, Wrong, A Little Bit Wrong, or Not Wrong At All for a youth like your son or daughter to do.

Here's the first one--	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong At All
1. To be disobedient to his parents? How wrong do you feel that would be for a youth like your son or daughter?	VW	W	LBW	NWAA
2. To take something from another kid's locker without intending to return it?	VW	W	LBW	NWAA
3. To cause a disturbance in a movie theater even after having been asked to stop?	VW	W	LBW	NWAA
4. To cut school without parents' permission.	VW	W	LBW	NWAA
5. To drink alcoholic beverages?	VW	W	LBW	NWAA
6. For a youth like your son or daughter, how wrong is it to engage in heavy petting on a date?	VW	W	LBW	NWAA
7. To drive when he's had a fair amount to drink?	VW	W	LBW	NWAA
8. To damage public or private property that doesn't belong to him/her, just for fun?	VW	W	LBW	NWAA
9. To try marijuana to see what it's like?	VW	W	LBW	NWAA
10. To lie to his/her parents about where he has been and who he has been with?	VW	W	LBW	NWAA
11. For a youth like your son or daughter, how wrong is it to hit another kid who has made him/her angry?	VW	W	LBW	NWAA
12. To try drugs like LSD just for the experience?	VW	W	LBW	NWAA
13. To stay out overnight without permission?	VW	W	LBW	NWAA
14. To use marijuana regularly?	VW	W	LBW	NWAA

SELF ESTEEM Rosenberg (1965)

SELF-ESTEEM SCALE
(Numbers in parentheses refer to high self-esteem responses)

Items 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

1. I feel that I'm a person of worth, at least on an equal basis with others. (1,2)
2. I feel that I have a number of good qualities. (1,2)
3. All in all, I am inclined to feel that I am a failure. (3,4)
4. I am able to do things as well as most other people (1,2)
5. I feel I do not have much to be proud of. (3,4)
6. I take a positive attitude toward myself. (1,2)
7. On the whole, I am satisfied with myself. (1,2)
8. I wish I could have more respect for myself. (3,4)
9. I certainly feel useless at times. (3,4)
10. At times I think I am no good at all. (3,4)

For Guttman scaling two or three correct out of the first three items are scored as one item; two correct of 4 and 5 as one item, and two correct of 9 and 10 as one item.

Social Estrangement. McClosky and Schaar (1965)

1. With everything so uncertain these days, it almost seems as though anything could happen.	Agree	Disagree
2. What is lacking in the world today is the old kind of friendship that lasted for a lifetime.	Agree	Disagree
3. With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next.	Agree	Disagree
4. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.	Agree	Disagree
5. I often feel that many things our parents stood for are just going to ruin before our very eyes.	Agree	Disagree
6. The trouble with the world today is that most people don't believe in anything.	Agree	Disagree
7. I often feel awkward and out of place.	Agree	Disagree
8. People were better off in the old days when everyone knew just how he was expected to act.	Agree	Disagree
9. It seems to me that other people find it easier to decide what is right than I do.	Agree	Disagree

Scored: Agree = 1, Disagree = 0

Powerlessness: Rotter (1966)

1. a. I have often found that what is going to happen will happen.

   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

2. a. When I make plans, I am almost certain that I can make them work.

   b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

3. a. In my case getting what I want has little or nothing to do with luck.

   b. Many times we might just as well decide what to do by flipping a coin.

4. a. Many times I feel that I have little influence over the things that happen to me.

   b. It is impossible for me to believe that chance or luck plays an important role in my life.

5. a. What happens to me is my own doing.

   b. Sometimes I feel that I don't have enough control over the direction my life is taking.

Note: Score is the total number of underlined choices (i.e., external items endorsed).

Marital Conflict:

1. How often do you and your spouse argue?
   - a. Once a day
   - b. Once every two or three days
   - c. Once a week
   - d. Once or twice a month
   - e. Once every two or three months
   - f. Once a year or less

2. How often do you and your spouse get really angry with each other?
   - a. Once a day
   - b. Once every two or three days
   - c. Once a week
   - d. Once or twice a month
   - e. Once every two or three months
   - f. Once a year or less

3. How often do you and your spouse have really serious fights?
   - a. Once a day
   - b. Once every two or three days
   - c. Once a week
   - d. Once or twice a month
   - e. Once every two or three months
   - f. Once a year or less

4. When you and your spouse fight, how often does it get physical?
   - a. Once a day
   - b. Once every two or three days
   - c. Once a week
   - d. Once or twice a month
   - e. Once every two or three months
   - f. Once a year or less

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Battery:

1. Has either of your parents ever beaten you really hard?

   Yes___ No____

2. Have you ever been beaten by either of your parents so badly that it made you sick?

   Yes___ No____

3. Have you ever received marks or bruises from beating given by either of your parents?

   Yes___ No____

APPENDIX E

Tables of Scaled Variables
for the Etiological Typology

TABLE 8-1 DIFFERENCES BETWEEN SEVEN RUNAWAY TYPES ON PARENT CHARACTERISTICS: ONE-WAY ANOVA

Var. No.	Variable Name	1	2	3	4	5	6	7	Runaway Total	Non-Runaways	F Ratio	Prob. Level
001	Parent self esteem	27.0	32.8	30.9	30.1	30.4	29.2	31.2	30.9	32.0	4.2	.001
002	Parental social estrangement	13.2	12.5	13.6	13.9	13.9	11.4	13.2	13.1	12.8	3.3	.002
003	Parental powerlessness	7.6	6.2	6.5	7.2	6.9	6.1	6.9	6.7	6.6	2.8	.012
004	Parental attitude against self deviance	40.3	46.6	45.5	46.1	44.8	43.4	43.0	44.3	43.7	3.4	.003
005	Life events scale	17.6	16.1	16.1	17.2	16.2	16.4	18.0	16.7	13.0	1.7	.126
006	Marital conflict	4.7	5.3	6.1	6.0	5.7	6.7	6.9	6.1	7.4	.7	.626
007	Parental dissatisfaction	20.2	21.5	24.6	30.3	30.2	27.3	30.3	27.6	22.5	6.0	.000
008	Parental achievement demands	9.6	10.1	8.8	10.1	9.3	10.5	8.6	9.6	10.1	6.6	.000
009	Parental attitudes against child's deviance	48.2	49.7	49.9	51.4	50.5	48.1	49.0	49.5	51.1	5.1	.007
022	Parental negative labeling	22.9	14.2	17.1	22.1	21.9	22.8	26.0	21.4	17.8	7.3	.000

TABLE 9-2 DIFFERENCES BETWEEN SEVEN SUMMARY TYPES IN

PARENT-CHILD RELATIONSHIPS: [illegible]

Var. No.	Variable Name	1	2	3	4	5	6	7	Summary Total	[illegible]	F Ratio	Prob. Level
010	Nurturance	11.9	12.0	12.1	12.4	12.7	12.2	10.8	12.1	13.3	2.6	.019
011	Affective reward	12.1	12.4	12.3	12.3	11.2	12.2	11.7	12.4	12.2	1.1	.313
012	Instrumental companionship	10.7	10.5	8.7	10.3	11.09	10.8	9.1	10.2	11.0	1.2	.298
013	Affiliative companionship	11.8	11.6	11.3	12.3	12.2	10.6	10.06	11.4	12.4	3.1	.003
014	Prescriptiveness	12.4	12.0	12.9	12.3	13.4	12.3	12.4	12.6	13.3	1.6	.126
015	Social isolation	9.4	5.0	5.6	7.8	6.1	5.7	6.0	6.4	5.3	5.6	.002
016	Deprivation of privileges	8.3	6.9	7.4	9.3	8.1	6.9	7.9	7.8	7.2	2.9	.009
017	Protectiveness	10.6	8.1	7.8	10.6	11.7	6.8	8.4	9.1	9.1	11.4	.001
018	Power	11.4	8.6	9.8	12.1	12.4	8.1	11.0	10.6	11.3	6.7	.000
019	Achievement demands	8.7	8.4	8.2	9.8	8.8	8.2	7.7	8.2	8.7	1.3	.232
020	Affective punishment	11.0	7.4	7.8	9.2	7.8	8.1	8.4	8.3	7.3	1.9	.077
021	Principled discipline	11.3	11.3	10.8	11.2	11.06	11.2	11.2	11.2	11.3	.4	.875
022	Indulgence	5.6	6.4	5.0	4.9	5.5	5.3	5.3	5.3	4.6	1.9	.077
023	Expressive rejection	8.3	6.9	7.3	8.6	8.3	8.3	8.9	8.2	6.7	5.3	.002
024	Physical punishment	6.4	6.2	6.2	5.7	5.6	6.2	6.9	6.9	6.6	4.7	.000

TABLE 8-3 [illegible]

Var. No.	Variable Name	1	2	3	4	5	6	7	[illegible] Total	Non-[illegible]	F Ratio	Prob. (Level)
[illegible]	Grade in English	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Overall grade	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Track	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Repeated grade	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Time spent extramural activities	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	School involvement (standard score)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Aspiration for involvement (standard score)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Involvement/aspiration disjunction	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Negative labeling by teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Educational aspiration	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Educational expectation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Educational aspiration/expectation disjunction	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Occupational aspiration	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Occupational expectation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Attitudes to school	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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Table F 1a Tabulation of Runaway Episode (Parent-reported) for Number of Episode

Var No.	Variable Name	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7		Cont. Coeff.	Sig.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
152	Number of episodes															.56	.362
	1	9	45	9	60	13	33	9	43	10	48	14	50	7	33		
	2-3	4	20	5	33	16	41	8	38	5	23	7	24	9	42		
	>3	7	35	1	7	4	11	3	14	5	24	1	4	4	20		
	- 0	0	0	0	0	6	15	1	5	1	5	6	22	1	5		

Table F 1b Tabulation of Runaway Episode (Parent-reported) for Type of Episode

Var No.	Variable Name	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7		Cont. Coeff.	Sig.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
153	Type of episode															.31	.122
	First ever	19	95	15	100	33	85	19	90	20	95	22	79	20	95		
	Most recent	1	5	0	0	0	0	1	5	0	0	0	0	0	0		
	Missing data	0	0	0	0	6	15	1	5	1	5	6	21	1	5		

Table F 2 Tabulation of Runaway Episode (Parent-reported) for Which Month Ran

Var No.	Variable Name	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7		Cont. Coeff.	Sig.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
159	Which month															.61	.012
	January	3	15	0	0	1	3	0	0	5	24	5	18	0	0		
	February	1	5	1	7	4	10	1	5	2	10	0	0	0	0		
	March	5	25	0	0	2	5	1	5	5	24	3	11	0	0		
	April	1	5	1	7	2	5	4	19	1	5	0	0	4	19		
	May	0	0	2	13	1	3	3	14	2	10	1	4	1	5		
	June	3	15	4	27	3	8	2	9	0	0	3	10	3	14		
	July	1	5	0	0	3	8	1	5	0	0	4	14	2	10		
	August	2	10	3	20	3	8	1	5	0	0	0	0	1	4		
	September	1	5	0	0	5	12	2	9	1	4	2	7	4	19		
	October	2	10	4	26	4	10	2	10	2	9	2	7	2	10		
	November	0	0	0	0	2	5	3	14	2	9	1	4	2	9		
	December	1	5	0	0	2	5	0	0	0	0	1	4	1	5		
	Missing data	0	0	0	0	7	18	1	5	1	5	6	21	1	5		

Table F 3 Tabulation of Runaway Episode (Parent-reported) for Length of Time Gone

Var No.	Variable Name	Type 1 N	Type 1 %	Type 2 N	Type 2 %	Type 3 N	Type 3 %	Type 4 N	Type 4 %	Type 5 N	Type 5 %	Type 6 N	Type 6 %	Type 7 N	Type 7 %	Cont. Coeff.	Sig.
100	Time away in days															.76	.063
	0	3	15	1	7	7	18	1	5	1	5	7	26	1	5		
	< 1	6	30	3	20	5	12	4	19	2	10	2	7	2	10		
	1-3	4	20	4	27	6	15	7	33	7	33	8	28	10	47		
	4-7	2	10	2	13	9	23	4	19	5	24	4	14	3	14		
	8-14	0	0	3	20	3	8	4	19	3	14	3	11	3	14		
	15-30	4	20	0	0	2	5	1	5	1	5	3	11	0	0		
	31-100	0	0	1	6	6	16	0	0	2	9	1	4	0	0		
	> 100	1	5	1	7	1	3	0	0	0	0	0	0	0	0		
110	Overnight															.41	.001
	No	9	45	3	20	4	10	3	14	2	10	0	0	1	5		
	Yes	11	55	12	80	28	72	17	81	17	81	22	79	19	90		
	Missing data	0	0	0	0	7	18	1	5	2	9	6	21	1	5		

Table 8.9 Tabulation of Runaway Episode (Parent-reported) for Parents' First Reaction

Var. No.	Variable Name	Type 1 N	Type 1 %	Type 2 N	Type 2 %	Type 3 N	Type 3 %	Type 4 N	Type 4 %	Type 5 N	Type 5 %	Type 6 N	Type 6 %	Type 7 N	Type 7 %	Cont. Coeff.	Sig.
100	First reaction															.47	.102
	Waited	3	15	7	47	10	26	6	29	11	52	8	29	9	43		
	Called police	9	45	5	33	12	31	7	33	7	33	6	21	5	24		
	Called friends/relatives	3	15	0	0	2	5	3	14	0	0	1	4	2	9		
	Called child's friends	2	10	0	0	3	8	0	0	1	5	2	7	0	0		
	Went out/looked	1	5	2	13	2	5	4	19	1	5	1	4	2	9		
	Other	2	10	0	0	1	3	0	0	0	0	1	4	1	5		
	Missing data	0	0	1	7	9	23	1	5	1	5	9	32	2	10		
101	Reported youth missing															.29	.090
	No	7	35	7	47	7	18	5	24	6	29	8	29	8	38		
	Yes	13	65	7	46	24	62	15	71	13	62	14	50	11	52		
	Missing data	0	0	1	7	8	21	1	5	2	10	6	21	2	10		

Table [illegible] Cont'd.

Var. No.	Variable Name	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7		Cont. Coeff.	Sig.
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]															[illegible]	[illegible]
	No	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Yes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Missing data	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]															[illegible]	[illegible]
	No	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Yes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Missing data	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]															[illegible]	[illegible]
	No	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	Yes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
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Table F 13 Tabulation of Runaway Episode (Youth Episode) Mode of Return

Var. No.	Variable	1		2		3		4		5		6		7		Runners		Coef.	Sign.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
322	Located by others or home on own?																		
	Self	5	25	11	73	22	56	6	29	6	29	16	58	11	52	77	47		
	Other	13	65	3	20	16	41	15	71	13	62	10	36	8	38	78	47		
	Missing Data	2	10	1	7	1	3	0	0	2	10	2	7	2	10	10	6	.34	.450
323	How located?																		
	Parents	6	30	1	7	1	2	6	29	1	5	1	3	1	5	81	49		
	Friends/Relatives	1	5	1	7	5	13	1	5	2	10	2	7	0	0	17	10		
	Police	6	30	1	7	12	31	8	38	8	38	8	29	6	29	12	7		
	Runaway house--Parents	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Social Service Agency--Parents	0	0	0	0	0	0	0	0	2	9	0	0	0	0	49	30		
	Other	2	10	1	7	0	0	1	4	0	0	0	0	0	0	2	1		
	Missing Data	5	25	11	72	5	55	5	24	8	38	17	61	14	66	2	3	.51	.001

Table F 16 Tabulation of Runaway Episode (Youth Reported) Distance Ran

Var. No.	Variable	1		2		3		4		5		6		7		All Runners		Cont. Coef.	Sign.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
328	How far had you gone?																		
	Less than 1 mile	3	15	5	33	19	49	10	48	6	29	12	43	10	48	65	40		
	1-10 miles	16	80	5	34	11	28	7	33	8	38	11	39	6	28	64	38		
	11-100 miles	1	5	5	33	9	23	4	19	7	33	5	18	5	24	42	22		
	101-1000 miles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	More than 1000 miles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.70	.122

Table F 13 Tabulation of Runaway Episode (Youth-Reported) Mode of Travel

Variable Number	Variable	1		2		3		4		5		6		7		All Runners		Cont. Coef.	Sig.
329	How did you get there?	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	.43	.030
	Plane	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	1		
	Bus	0	0	2	13	1	8	3	14	3	14	2	7	2	10	13	9		
	Train	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Hitchhiking	3	15	4	27	10	25	3	14	5	24	6	21	7	33	38	23		
	Had a ride	3	15	2	13	6	11	5	24	8	38	10	36	4	19	40	24		
	Walked	11	55	6	40	11	48	7	33	4	19	5	20	5	23	49	30		
	Other	2	10	0	0	7	18	3	13	1	5	4	14	1	5	18	11		
	Missing Data	1	5	1	7	0	0	0	0	0	0	0	0	2	10	4	2		

Continued Table F 10 Tabulation of Runaway Episode (Fourth-Reported) Reasons for Return

Var. Num.	Variable	1		2		3		4		5		6		7		Summary		Cont. Coef.	Sign.
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
300	Came home because afraid parents were worried--agree	7	35	5	33	13	33	12	57	2	13	3	18	6	29	53	30	.43	.430
301	Because afraid of getting into trouble--agree	8	40	2	13	4	13	8	38	2	13	8	29	6	33	38	23	.38	.385
302	Too hard making it on own--agree	9	45	3	20	13	42	6	29	3	14	7	25	5	26	52	33	.40	.419
303	Afraid--agree	9	45	3	20	11	38	5	24	1	5	2	7	4	18	34	22	.44	.0048
304	No place to go--agree	3	15	4	27	8	31	5	24	3	17	4	14	5	24	34	21	.33	.0518
305	Ran out of money--agree	6	30	2	13	10	33	7	34	4	20	3	13	8	35	43	24	.35	.0513
306	Dad's anger was over--agree	9	45	5	33	14	36	9	43	4	19	7	25	7	33	55	35	.37	.0275
307	Tired of what others would think--agree	6	30	1	7	4	10	5	24	2	7	2	7	1	5	27	18	.40	.0025
308	Finished what I wanted to do--agree	1	5	5	33	11	38	8	37	4	17	5	18	5	14	33	21	.35	.0695
309	Because I missed my friends--agree	5	25	1	7	8	29	5	24	3	14	1	4	3	14	26	16	.38	.7110

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Table G - 3 Global Differences Between Runaways and Non-runaways on School Varisbles

Var No.	Variable Name	1 Non-Runners N=312	2 Prob. Sample Runners N=44	3 Purposive Sample Runners N=139	F-Ratio	Prob. Level	Group Separation
026	Grade in English	3.8	3.5	3.2	18.2	.000	1> 3,2
027	Overall grade	3.8	3.1	3.2	27.9	.000	1> 2,3
028	Track	2.4	1.9	2.1	7.9	.000	1> 2,3
029	Repeated grade	1.2	1.4	1.5	5.8	.003	3> 1
030	Time spent extra-mural activities	2.5	2.3	2.1	3.0	.051	1> 3
031	School involvement (reversed score)	3.2	3.9	3.7	12.6	.000	3,2> 1
032	Aspiration for involvement (reversed score)	2.4	3.2	3.0	11.1	.000	3,2> 1
033	Involvement/aspiration disjunction	0.9	0.7	0.8	0.4	.675	—
034	Negative labeling by teachers	14.2	18.6	19.0	30.3	.000	2,3> 1
035	Educational aspiration	4.1	3.2	3.1	29.7	.000	1> 3,2
036	Educational expectations	3.8	2.9	3.0	20.9	.000	1> 2,3
037	Educational aspirations/expectation disjunction	0.4	0.3	0.3	0.6	.565	—
038	Occupational aspirations	2.6	3.5	3.4	8.2	.000	--
039	Occupational expectations	2.4	2.3	2.4	0.2	.818	--
040	Attitudes to school	31.6	25.3	23.9	93.2	.000	1> 3,2

Table G-4 Global Differences Between Runaways and Non-runaways on Peer Variables: One-way ANOVA

Var No.	Variable Name	1 Non-Runners	2 Probability Sample Runners	3 Purposive Sample Runners	F-Ratio	Prob Level	Group Separation
041	Number of friends	3.2	3.1	3.5	3.2	.041	--
042	Time spent with friends	3.3	3.9	3.8	6.2	.002	--
043	Time spent with parents	3.5	2.8	2.8	10.4	.000	1>2,3
044	Time spent with self	3.0	3.2	3.5	5.4	.005	3>1
045	Commitment to peers	4.6	4.9	4.9	1.6	.210	--
046	Normative pressure of friendship group	30.1	23.7	24.1	83.4	.000	2,3<1
047	Friends delinquency	23.7	32.4	33.1	107.9	.000	2,3>1

Table 6-3 Global Differences Between Runaways and Non-runaways on Parent-Child Relations--Child's Perception: Summary (ANOVA)

Var No.	Variable Name	1 Non-Runaways N=112	2 Probability Sample Runaways N=61	3 Purposive Sample Runaways N=138	F-Ratio	Prob. Level	Group Separation
048	Affective reward	12.7	10.3	10.0	32.3	.000	1> 2,3
049	Instrumental companionship	11.6	9.2	8.9	37.4	.000	1> 2,3
050	Affiliative companionship	11.3	9.6	9.7	23.3	.000	1> 2,3
051	Prescriptiveness	13.6	13.0	12.6	8.2	.000	1> 3
052	Social isolation	5.5	5.1	6.0	2.1	.120	—
053	Expressive rejection	8.2	9.2	10.6	25.1	.000	3> 1,2
054	Physical punishment	3.8	3.3	3.8	3.6	.027	—
055	Protectiveness	8.7	7.7	8.0	2.2	.112	—
056	Nurturance	12.3	10.2	9.7	30.9	.000	1> 2,3
057	Deprivation of privileges	6.2	6.5	7.3	10.8	.000	3> 1
058	Child power	10.5	9.8	10.6	3.6	.022	1,3> 2
059	Achievement demands	9.1	9.0	9.1	0.0	.967	—
060	Affective punishment	8.0	8.2	9.7	22.6	.000	3> 1,2
061	Principle discipline	10.6	9.4	8.9	18.2	.000	1> 2,3
062	Indulgence	4.9	5.0	4.7	0.8	.461	—
063	Child's perception of parents' dissatisfaction	25.2	26.3	27.6	8.4	.000	3> 1
064	Child's rejection of parents	13.7	17.3	18.2	31.6	.000	2,3> 1
065	Child's perception of parental rejection	8.3	10.4	11.6	37.6	.000	2,3> 1
066	Differential treatment	17.7	18.6	20.9	28.8	.000	3> 1,2
067	Perceived marital conflict	7.1	10.4	9.1	19.3	.000	2,3> 1
073	Battery	31.4	70.8	33.3	10.6	.000	2> 1

Table 6-6 Global Differences Between Runaways and Non-runaways on Personal Variables and Delinquent Behavior

Var No.	Variable Name	1 Non-Runaways (N=[illegible])	2 Prob. Sample Runaways (N=[illegible])	3 Purposive Sample Runaways (N=[illegible])	F-Ratio	Prob. Level	Group Separation
368	Child powerlessness	31.4	33.8	33.3	10.6	.000	3≠1
369	Child self esteem	25.9	24.8	24.4	7.0	.001	1≠3
370	[illegible]	11.1	13.8	13.0	34.2	.000	1,2≠3
371	Societal estrangement	13.3	13.7	13.8	3.3	.035	3≠1
373	Self reported delinquency last year	20.0	26.0	25.4	59.4	.000	1,2≠3

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Table G-17 Ratios of Parent and Child Perceptions of Their Relationships*

Var No.	Variable Name	1 Non Anglos N = 35	2 Anglos N = 128	F-Ratio	Prob. Level	Group Separation
427	PDV/CDV	0.9	0.9	4.4	.038	2 > 1
428	MAR/PMAR	0.9	0.9	0.1	.809	--
429	SAT/PSAT	1.1	1.0	3.6	.060	--
430	NP/NC	1.3	1.4	0.2	.697	--
431	ARP/ARC	1.3	1.3	0.2	.648	--
432	ICP/ICC	1.2	1.4	1.6	.215	--
433	ACP/ACC	1.3	1.3	0.2	.693	--
434	PREP/PREC	1.0	1.1	0.7	.407	--
435	SIP/SIC	1.4	1.3	0.0	.924	--
436	DPP/DPC	1.4	1.3	0.9	.341	--
437	PROP/PROC	1.1	1.2	0.5	.485	--
438	POWP/POWC	1.3	1.1	1.2	.266	--
439	ADP/ADC	1.1	1.1	0.1	.753	--
440	ADP/ADC	1.1	1.0	0.9	.337	--
441	PDP/PDC	1.4	1.3	0.4	.547	--
442	IP/IC	1.4	1.3	2.4	.122	--
443	ERP/ERC	0.9	0.9	0.2	.619	--
444	PPP/PPC	1.1	1.0	1.6	.202	--

* See pages 79-82 for a key to these acronyms. A P or C at the end indicates parent or youth measure, respectively. In each case, the parent measure is the numerator of the ratio.

Table G-18 Global Differences Between Runaways from Three Social Class Levels on Parent Characteristics

Var No.	Variable Name	Class 1 N=44	Class 2 N=31	Class 3 N=67	F-Ratio	Prob. Level	Group Separation
001	Parent self esteem	31.9	31.9	30.7	1.0	.369	—
002	Parent social estrangement	11.7	13.0	16.4	16.9	.000	3>2>1
003	Parental powerlessness	6.5	6.5	7.1	2.5	.088	—
004	Parental attitude against self defiance	44.6	43.0	43.8	0.6	.541	—
005	Life events scale	16.3	16.7	16.3	0.3	.716	—
006	Marital conflict	7.3	8.4	7.4	1.6	.213	—
007	Parental dissatisfaction	26.0	26.4	29.4	4.0	.021	3>1,2
008	Parental achievement demands	10.0	9.5	9.5	1.6	.198	—
009	Parental attitudes against child's defiance	49.0	49.6	48.9	0.2	.821	—
025	Parental negative labeling	20.3	19.1	21.6	1.5	.221	—

Table G-19 Global Differences Between Teenagers From Three Social Class Levels on Parent Child Relationships

Var No.	Variable Name	Class 1 (N=[illegible])	Class 2 (N=[illegible])	Class 3 (N=[illegible])	F-Ratio	Prob. Level	Group Separation
010	Nurturance	15.0	15.5	15.0	1.7	.185	—
011	Affective reward	13.6	13.6	13.3	0.3	.809	—
012	Instrumental companionship	10.7	9.8	10.8	1.6	.207	—
013	Affiliative companionship	11.5	11.5	11.8	1.6	.268	—
014	Prescriptiveness	15.3	13.7	15.1	3.7	.026	3>2
015	Social isolation	5.9	6.0	7.6	5.1	.006	3>1,2
016	Deprivation of privileges	7.3	7.6	8.4	2.8	.067	—
017	Protectiveness	8.6	8.3	9.3	1.7	.186	—
018	Power	8.8	10.4	11.8	6.3	.012	3>1,2
019	Achievement demands	7.8	8.3	9.1	3.3	.040	3>1
020	Affective punishment	8.1	8.4	9.6	1.3	.266	—
021	Principled discipline	11.3	11.1	11.3	0.3	.726	—
022	Indulgence	5.6	5.3	5.1	1.0	.366	—
023	Expressive rejection	8.1	7.7	8.3	0.9	.386	—
024	Physical punishment	4.5	4.4	5.5	4.0	.021	3>1,2

Table [illegible] Global Differences Between Teenagers From Three Social Class Levels on School Variables

Var. No.	Variable Name	Class 1 N=[illegible]	Class 2 N=[illegible]	Class 3 N=[illegible]	F-Ratio	Prob. Level	Group Separation
[illegible]	Grade in English	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Overall grade	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Expected grade	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Time spent extra mural activities	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	School involvement (combined score)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Aspiration for involvement (combined score)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Involvement/aspiration disjunction	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Negative labeling by teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Educational aspiration	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Educational expectations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Educational aspirations/expectation disjunction	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Occupational aspirations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Occupational expectations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Attitudes to school	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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Var. No.	Variable Name	Group 1 [illegible]	Group 2 [illegible]	Group 3 [illegible]	F-Ratio	Prob. Level	Group Differences
[illegible]	Number of friends	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Time spent with friends	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Time spent with parents	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Time spent with self	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Commitment to peers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Normative pressure of friendship group	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Friends' delinquency	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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Table G-30b Ratios of Parents and Child Perceptions of Their Selections

Var No.	Variable Name	1 10-13 N=23	2 14-15 N=41	3 16+ N=78	F-Ratio	Prob. Level	Group Separation
627	[illegible]	0.9	0.9	0.9	3.0	.053	—
628	[illegible]	0.9	0.9	0.9	0.1	.889	—
629	[illegible]	1.0	1.0	1.0	0.6	.602	—
630	[illegible]	1.2	1.4	1.4	1.0	.359	—
631	[illegible]	1.2	1.3	1.3	0.8	.436	—
632	[illegible]	1.2	1.3	1.4	0.7	.479	—
633	[illegible]	1.3	1.3	1.3	0.1	.887	—
634	[illegible]	1.0	1.0	1.0	0.0	.962	—
635	[illegible]	1.0	1.3	1.2	3.2	.043	1 ≠ 2
636	[illegible]	1.4	1.1	1.4	2.4	.093	—
637	[illegible]	1.2	1.1	1.1	0.1	.866	—
638	[illegible]	1.1	1.1	1.3	1.9	.149	—
639	[illegible]	1.1	1.0	1.1	0.4	.657	—
640	[illegible]	1.4	0.9	0.9	5.4	.005	1 ≠ 2,3
641	[illegible]	1.2	1.3	1.4	1.0	.361	—
642	[illegible]	1.3	1.4	1.2	1.5	.218	—
643	[illegible]	1.2	0.8	0.8	7.4	.001	1 ≠ 2,3
644	[illegible]	1.2	0.9	1.0	2.9	.055	1 ≠ 2

Table 6-31 Global Differences Between Males and Females on Parent Characteristics (Germany ANOVA)

Var No.	Variable Name	1 Males (N = 71)	2 Females (N = 83)	F-Ratio	Prob Level	Group Separation
001	Parent self-esteem	31.0	30.8	0.1	.777	—
002	Parental social estrangement	12.8	13.3	1.2	.270	—
003	Parental powerlessness	6.8	6.8	0.0	.933	—
004	Parental attitude against self deviance	63.3	65.1	3.8	.050	—
005	Life events scale	17.0	16.5	1.1	.296	—
006	Marital conflict	8.4	7.5	2.7	.100	—
007	Parental dissatisfaction	27.3	27.4	0.0	.889	—
008	Parental achievement demands	8.3	8.7	.6	.432	—
009	Parental attitudes against child's deviance	48.4	50.3	3.0	.087	2> 1
010	Parental negative labeling	20.7	20.8	0.0	.923	—

Table [illegible] Global Differences Between Males and Females on Parent-Child Relationships Survey [illegible]

Var. No.	Variable Name	X̄ Males (N = [illegible])	X̄ Females (N = [illegible])	F-Ratio	Prob. Level	Group Separation
10	Nurturance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11	Affective reward	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12	Instrumental companionship	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
13	Affective companionship	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
14	Prescriptiveness	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
15	Social isolation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
16	Deprivation of privileges	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
17	Protectiveness	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
18	Power	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
19	Achievement demands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
20	Affective punishment	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
21	Principled discipline	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
22	Indulgence	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
23	Expressive rejection	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
24	Physical punishment	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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I must also apologize for the delay in responding to your letter of October 21, 1974. As you are no doubt aware, Dr. Fuller recently resigned as Director of Court Services and your request was not brought to my personal attention until our conversation of November 22, 1974.

If I can be of any further assistance, please do not hesitate to contact me.

Very truly yours,

Orrelle R. Weeks
Presiding Judge

ORW:lvp
cc: Ronald J. Hebbelman, Acting Director of Court Services
William Hallman, Division Chief, Juvenile Delinquency Control
Betty Johnson, Denver Department of Social Services
Larry Grauberger, Juvenile Justice Specialist, Division of Criminal Justice

behavioral research and evaluation corporation
BASIC RESEARCH, PROGRAM EVALUATION AND CONSULTATION

delbert s. elliott, ph.d., director
tim brennan, ph.d., senior research associate
franklyn w. dunford, ph.d., senior research associate

January 25, 1975

Chief William Hallman
Division of Delinquency Control
Denver Police Department
1257 Champa
Denver, Colorado 80204

Dear Chief Hallman:

We are conducting a study of families with children in the 10-18 year age group. We would like to be able to interview some of the families which have been involved in your Juvenile Unit.

We realize that this information is confidential. However, in order to be able to conduct this study we would like to be able to interview a parent and a youth from each family. Would it be possible for your unit to contact some of these families to ask their permission to allow us to come and interview them. Their confidentiality would be completely protected, and under government rules for these studies we are bound to protect the anonymity of each family. Their names and addresses would be destroyed after the interview was done. Additionally, we offer $5.00 to each participating family for their time. The study deals with services needed by families and is designed to provide information on parents and their children. Parents and children to be interviewed would have the opportunity to view the entire questionnaire and to participate in a discussion related to the questionnaire before they decide whether or not they wish to participate in the survey. We have found that most people have enjoyed participating in this study and have found it worthwhile to tell us what they think about families and the services required by families.

Those families who would enjoy taking part in this study could volunteer simply by mailing the enclosed post card back to our office.

Sincerely,

T. Brennan

Timothy Brennan
Senior Research Associate

TB:sj

2305 canyon boulevard, suite #101 • boulder, colorado, 80302 • (303) 449-0051

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DENVER JUVENILE COURT

[illegible]

POLICE INTRODUCTION LETTER

Dear Mr. and Mrs. ____________________:

We have received a request for names and addresses of families to participate in a governmental research survey of families. This study and the applicable procedures are explained in the attached letter.

We are NOT empowered to release your name or address and have no intention of making these releases to the research team. However, the researchers would greatly appreciate your volunteering for this study. If you wish to volunteer you can mail the enclosed card to the research agency which is doing the survey.

Your participation in this study is PURELY on a voluntary basis and does not involve the Police Department. The only way the researchers will find out your name and address is if you mail the enclosed card.

Sincerely,

William Hellman

Chief William Hellman
Delinquency Control Division
Denver Police Department

POLICE INTRODUCTION LETTER

Dear Mr. and Mrs. ________

We have received a request for names and addresses of families to participate in a government research survey of families. This study and the applicable procedures are explained in the attached letter. We are NOT empowered to release your name or address and have no intention of making these releases to the research team. However, the researchers would greatly appreciate your volunteering for this study. If you wish to volunteer you can mail the enclosed card to the research agency which is doing the survey.

Your participation in this study is PURELY on a voluntary basis and does not involve the Police Department. The only way the researchers will find out your name and address is if you mail the enclosed card.

Sincerely,

Chief William Sullivan
Delinquency Control Department

January 5, 1976

Chief William Sullivan
Division of Delinquency Control
Denver Police Department
[illegible]
Denver, Colorado 80204

Dear Chief Sullivan:

We are conducting a study of families with children in the 10-18 year age group. We would like to be able to interview some of the families which have been involved in your Juvenile Unit.

We realize that this information is confidential. However, in order to be able to conduct this study we would like to be able to interview a parent and a youth from each family. Would it be possible for your unit to contact some of these families to ask their permission to allow us to come and interview them. Their confidentiality would be completely protected, and under government rules for these studies we are bound to protect the anonymity of each family. Their names and addresses would be destroyed after the interview was done. Additionally, we offer $5.00 to each participating family for their time. The study deals with problems common to families and is designed to provide information on parents and their children. Parents and children to be interviewed would have the opportunity to view the entire questionnaire and to participate in a discussion related to the questionnaire before they decide whether or not they wish to participate in the survey. We have found that most people have enjoyed participating in this study and have found it worthwhile to tell us what they think about families and the problems reported by families.

Those families who would enjoy taking part in this study could volunteer simply by mailing the enclosed post card back to our office.

Sincerely,

Timothy Brennan
Family Research Associates

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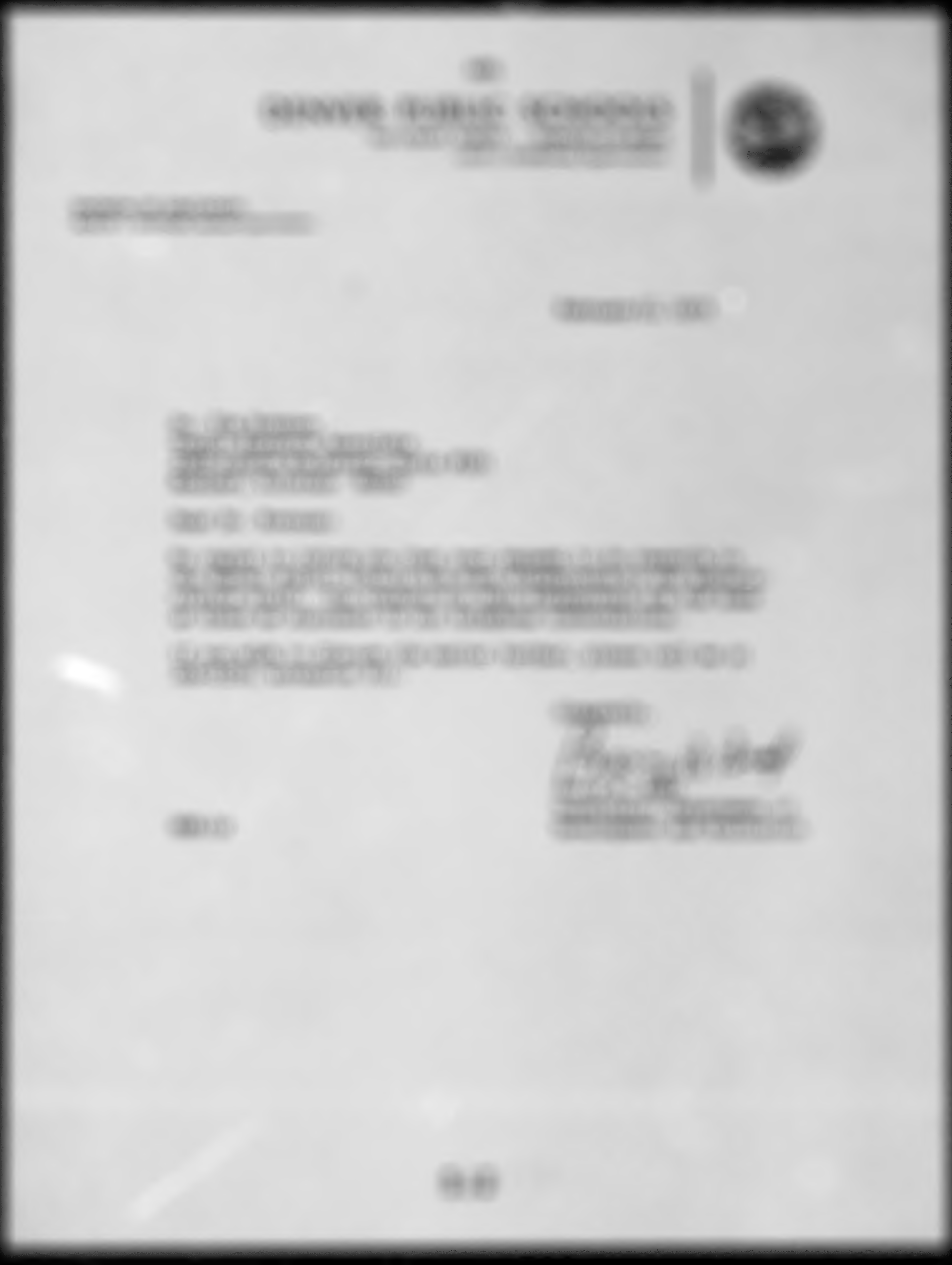

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Table I-4

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - MINISTER, RABBI, PRIEST (Con't)

	First Episode				Most Recent Episode				Overall
	Prior	During	After	Total	Prior	During	After	Total	Total
Satisfaction									
Very Helpful	1	8	5	14	1	3	3	7	21
Somewhat Helpful	2	6	1	9	1	3	0	4	13
Not Especially Helpful	3	0	0	3	1	1	0	2	5
Not Helpful	1	2	3	6	0	1	1	2	8
Not Helpful at All	0	1	0	1	0	0	0	0	1
Mean Helpfulness Across All Requests				3.87				4.1	3.9

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - RUNAWAY HOUSE

	First Episode				Most Recent Episode				Overall
	Prior	During	After	Total	Prior	During	After	Total	Total
User									
Mother	1	3	0	4	0	2	1	3	7
Father	0	0	0	0	0	0	0	0	0
Both Parents	0	1	0	1	1	0	0	1	2
Family	1	0	2	3	0	0	0	0	3
Total	2	4	4	8	1	2	1	4	12

Table I-5

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - RUNAWAY HOUSE (Con't)

	First Episode				Most Recent Episode				Overall
	Prior	During	After	Total	Prior	During	After	Total	Total
Satisfaction									
Very Helpful	0	2	1	3	0	0	0	0	3
Somewhat Helpful	1	1	1	3	0	1	1	2	5
Not Especially Helpful	0	0	0	0	0	0	0	0	0
Not Helpful	0	0	0	0	0	1	0	1	1
Not Helpful at All	0	0	0	0	0	0	0	0	0
Mean Helpfulness Across all Requests				4.5				3.3	4.1

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - SOCIAL SERVICE AGENCY

	Prior	During	After	Total	Prior	During	After	Total	Overall Total
User									
Mother	5	11	16	32	8	20	16	44	76
Father	0	1	0	1	0	0	1	1	2
Both Parents	3	7	4	14	4	10	10	24	38
Family	3	5	24	32	6	4	20	30	62
Total	11	24	44	79	18	34	47	99	178

Table 5-6

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - SOCIAL SERVICES AGENCY (Con't)

	First Episode				Most Recent Episode				Overall Total
	Prior	During	After	Total	Prior	During	After	Total	
Satisfaction									
Very Helpful	3	8	21	32	5	19	22	46	78
Somewhat Helpful	2	7	10	19	11	7	17	35	54
Not Especially Helpful	3	2	5	10	1	3	3	7	17
Not Helpful	0	2	2	4	1	0	1	2	6
Not Helpful at All	3	4	5	12	2	3	6	11	23
Mean Helpfulness Across all Responses				3.7				4	3.9

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - DOCTOR, M.D.

	Prior	During	After	Total	Prior	During	After	Total	Overall Total
Used									
Mother	2	5	3	10	1	1	3	5	15
Father	0	0	0	0	0	0	0	0	0
Both Parents	0	2	1	3	0	1	0	1	4
Family	1	0	1	2	0	0	1	1	3
Total	3	7	5	15	1	2	4	7	22

Table 5-7

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - DOCTOR, M.D. (Cont'd)

	First Episode				Most Recent Episode				Overall
	Prior	During	After	Total	Prior	During	After	Total	Total
Satisfaction									
Very Helpful	3	4	6	8	0	1	3	6	13
Somewhat Helpful	2	1		3	0	0	0	0	3
Not Especially Helpful	1	0	0	1	0	0	0	0	1
Not Helpful	0	0	1	1	1	0	0	1	2
Not Helpful at All	0	0	0	0	0	0	0	0	0
Mean Helpfulness Across All Responses				2.0	2.7	1.0			

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - PSYCHIATRIST

	Prior	During	After	Total	Prior	During	After	Total	Total
Uses									
Mother	1	5	3	6	1	2	5	8	15
Father	0	0	1	1	0	0	0	0	1
Both Parents	0	1	0	1	1	2	0	4	7
Family	1	0	1	2	3	0	4	7	8
Total	2	3	5	10	5	4	7	17	27

Table [illegible]

USE OF SERVICES BY PARENTS -- Number of times used and degree of helpfulness -- [illegible] (cont'd.)

	First Episode				Most Recent Episode				Overall
	Prior	During	After	Total	Prior	During	After	Total	Total
Satisfaction:									
Very Helpful	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Somewhat Helpful	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not Especially Helpful	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not Helpful	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not Helpful at All	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mean Helpfulness Across All Responses				[illegible]				[illegible]	[illegible]

USE OF SERVICES BY PARENTS -- Number of times used and degree of helpfulness -- [illegible]

	First Episode				Most Recent Episode				Overall
	Prior	During	After	Total	Prior	During	After	Total	Total
Type:									
Mother	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Father	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Both Parents	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Family	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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APPENDIX J

Procedural Checks

After the First 200 Interviews

PROCEDURAL CHECKS AFTER THE FIRST 300 INTERVIEWS HAVE BEEN COMPLETED

A major function of the screening instrument is to sort families into runaway and non-runaway categories. For this purpose a definition—a youth absent from home without his parents' permission or consent—was provisionally adopted for this project. It is possible, however, that in practice this definition will place either too many or too few families into the runaway category. (For example, all youth conceivably could meet this definition and thus all families interviewed would be placed in the runaway category). The term "too many" in this context is used to imply that families who have not experienced a runaway youth, where the meaning of runaway is based on a more common connotation of the term, are being placed in the runaway category. The term "too few" refers to the case where not enough serious runaway problems are being encountered to allow any reliable investigations of the etiology of the runaway phenomenon.

Additionally, it is possible that even if a more restrictive definition were to be employed, the number of runaways encountered in the sample would be much larger than anticipated and the resulting increase in the number of interviews would quickly consume the resources allocated for interviewing.

Due to the above considerations, it was decided that after 300 interviews had been completed, an assessment would be made of the actual rate of placing families into the runaway category. Based on this assessment, alterations in the definition of runaway or in the sampling procedures would be considered. In the following, the problematic cases that could arise and the appropriate action steps to be taken in each case are outlined.

Case 1. Use of the original definition of runaway results in too many families without a "serious runaway" being placed in the runaway category.

This is the outcome assumed most likely to occur. Virtual absences from home, which would not commonly be considered runaway, are being used to place a family in the runaway category. For this reason, an item concerning the maximum time a youth was absent from home without permission was placed in the questionnaire.

Action. Based on an analysis of the maximum lengths of time youths have been absent from home, determine a time limit, not to exceed 8 hours or overnight, to add to the definition of runaway. The actual time limit should be determined so that (based on the sample of 300) the expected number of runaways to be interviewed matches the total number of runaways initially expected. (See p. 8, Documentation of Runaway Questionnaire)

The definition of runaway would become--a youth absent from home without his parents' consent for more than (time limit).

Case 2. The situation described in Case 1 applies but the use of a time limit of 8 hours or overnight still results in too many families being placed in the runaway category.

In this instance, the number of more serious runaways is much higher than anticipated.

Action. In order to maximize the amount of information collected about runaways, continue to interview all runaways and their families but decrease the number of "control" interviews so that the total number of in-depth interviews does not exceed 1300 (as specified in the proposal). (See--sampling procedure, p. 9, contained in the Documentation of the runaway questionnaire).

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years old or younger during the last year). (All answers to questions 4-18 about each adult and each child are to be placed on the Family Chart.)

4. (Circle sex of respondent)

REPEAT

C 5. How old are you/this person?

C 6. To what ethnic group does this person belong?

A. Asian
B. Black
C. Chicano/Mexican American
D. American Indian
E. Anglo and All Others

7. What is this person's relationship to you?

SP. Spouse
M. Mother
F. Father
Son. Son
D. Daughter
B. Brother
FL. Father-in-law
ML. Mother-in-law
BL. Brother-in-law
S. Sister
O. Other
SL. Sister-in-law
CL. Common Law Spouse
A. Aunt
U. Uncle
C. Cousin

8. What is this person's marital status? M W D S NM

C 9. How many years has this person lived in this household? ________

(if less than one year, list number of months—write mo. after number)

C 10. What is the highest grade or year of regular school this person has ever attended? ____________

(if H4) Did he/she graduate from high school?

(if C3, C4, C5) Did he/she graduate from college?
(if yes, write "G" behind education code)

C 11. What has he/she been doing most of this last year? (Read responses immediately)

WK — working
S — going to school
H — keeping house
R — retired
O — other (specify) ______________

C 11. (con't) (if WK, go to item 12. if R, go to item 17)

(if H, S, OR O) for adults: Is he/she normally employed outside the home? Yes___ No___

(if no, go to item 17)

for children: Does he/she have a job, either regularly or during the summer? Yes___ No___

(if yes, go to item 13)
(if no, go to item 17)

12. Does he/she have more than one job? Yes_____ No ____

(if no, go to item 13 and continue on line 1 of employment information for this person)

(if yes) How many jobs does he/she have? _______

(if more than three, take the three which require the greatest percentage of this person's time)

(For each job — ask questions 13, 14, and 15)

C 13. What kind of work does he/she do on this job? (e.g., electrical engineer, stock clerk, typist, farmer... probe if necessary)

C 14. How many hours a week does he/she work on this job? ________

(if child, go to item 17)

15. How many years has he/she been working at this job?

16. Has this person been unemployed during the last two years?

(if yes) How many times? ______

What is the longest period of time he/she has been unemployed?

C 17. Does this person identify himself/herself with a particular religious group? Yes____ No____

(if yes) Which one? ______________ (specify denomination--probe if necessary)

C 18. About how many times per month does he/she attend religious services or activities?

Now let's take the oldest adult (child) living here, other than yourself.

19. Is that person male or female? _____

(Repeat questions 19 and 3-18 for all adults from the oldest to the youngest. Then repeat questions 19, 3-4, 9-11, 13-14, 17-18 for all children, going from the oldest to the youngest)

20. I have listed _____ adults and _____ children. Have I missed anyone who usually lives in this household? (If yes, add appropriately to Family Chart)

Next we need to fill out the relationship of each adult to each child.

21. Starting with the first child you mentioned, what is your relationship to this child?

M. Mother
F. Father
B. Brother
S. Sister

SM. Step Mother
SF. Step Father
GF. Grandfather
GM. Grandmother

BL. Brother-in-law
SL. Sister-in-law
A. Aunt
U. Uncle

SP. Spouse
C. Cousin
O. Other

22. What is the relationship of the next adult to this child?

(Continue in this fashion until the relationship between all adults and all children is determined)

23. What is the approximate total family income before taxes? Please include all income, to include wages, salaries, interest, welfare, child support payments, alimony, etc. (Show respondent the income table on Family Chart ask for the code number, not the amount)

24. (Check the box for the type of housing occupied by the family.)

(If unsure...ask.)

25. Is the housing ☐ owned or being purchased ☐ rented
☐ subsidized public housing ☐ occupied without payment

(Read each response category)

56. How many times has your family moved in the last five years? ______

(If some) How many of these were across town? ______

(If some) Did any of the 10-18 year olds have to change school because of the move? Yes ______ No ______

(If yes) Were these children in ☐ Grade school (grades 1-6)

☐ Junior high (grades 7-9)

☐ Senior high (grades 10-12)

(Mark all boxes indicated by respondent)

How many of these were from town to town? ______

How many times has your family moved in the last year? ______

(If some) How many of these were across town? ______

(If some) Did any of the 10-18 year olds have to change school because of the move? Yes____ No ____

(If yes) Were these children in ☐ Grade school (grades 1-6)

☐ Junior high (grades 7-9)

☐ Senior high (grades 10-12)

(Mark all boxes indicated by respondent)

How many of the moves were from town to town? ______

Now I would like to ask some questions about the children at home listed.

57. During the last year, have any of the 10-18 year olds been gone from home without your permission or consent? Yes ____ No ____

(If no, go to item 59)

58. (If yes) Which children were these?

(Return to family configuration chart, and indicate which children by placing an "X" in the box above the child number)

6

[illegible]. What was the longest time that one of the 10-17 year olds has gone from home without your consent? ____________

Which child was this? ____________ (Return to Family Chart and circle the "R" above the child number.)

[illegible]. During the last year did any of the 10-17 year olds move out of your home even for a short time? Yes____ No____

(If no, go to Interview Continuation Instructions.)

(If yes) At the time they moved out, did they have your permission to leave? Yes______ No______

(If no, place an "R" in that child's box.)

[illegible]. When they left, did you know where they were going? Yes____ No____

(If yes) Where? ________________ (Probe for a particular place)

a. school	c. institution	e. friend
b. camp	d. relative	f. other parent

g. other (specify) __________

(If runaway or child is not under adult supervision, ask the following:)

Which child was this? ________________

(Return to Family Chart and indicate which child by putting a "R" in the box above the child number.)

[illegible]. Had this child been gone from home without your permission before this?

Yes______ No____

(If yes) When was that? (If during the last year, put an "R" over the "R" in the box above the child number)

(If longer than a year ago, circle the "R" in the box above the child number)

INTERVIEW CONTINUATION INSTRUCTIONS

If any of the boxes above the child numbers have been marked with an "R" or a "RR", continue the interview. If this is a [illegible], continue the interview. Otherwise, terminate the interview.

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			A. In Every Case	B. In Most Cases	C. Sometimes	D. Seldom	E. Never
___(AR)	88.	We praise him/her when he/she has done something good.	___	___	___	___	___
___(IC)	89.	We help him/her with school work when he/she doesn't understand something.	___	___	___	___	___
___(AC)	90.	We are happy when we are with him/her.	___	___	___	___	___
___(Pre)	91.	We expect him/her to keep his/her own things in order.	___	___	___	___	___
___(SI)	92.	As punishment we forbid him/her to play with other children.	___	___	___	___	___
___(SI)	93.	As punishment we send him/her to bed early.	___	___	___	___	___
___(DP)	94.	We punish him/her by making him/her do extra work.	___	___	___	___	___
___(DP)	95.	When he/she is bad we forbid him/her from doing things he/she especially enjoys doing.	___	___	___	___	___
___(DP)	96.	We punish him/her by taking his/her favorite things away.	___	___	___	___	___
___(Pro)	97.	We go with him/her when he/she goes someplace for the first time to make sure that everything goes well.	___	___	___	___	___
___(Pro)	98.	We won't let him/her roam around because something might happen to him/her.	___	___	___	___	___
___(Pow)	99.	We insist that he/she get permission before going to a movie, a carnival or some other entertainment.	___	___	___	___	___
___(Pow)	100.	We want to know exactly how he/she spends his/her money when he/she wants to buy some little thing for him/herself.	___	___	___	___	___
___(Pow)	101.	We tell him/her exactly when he/she should come home.	___	___	___	___	___
___(AD)	102.	We insist that he/she make a special effort in everything he/she does.	___	___	___	___	___

			A. In Every Case	B. In Most Cases	C. Sometimes	D. Seldom	E. Neve
___(AD)	103.	We demand that he/she do a better job than other children.	___	___	___	___	___
___(AD)	104.	We insist that he/she get particularly good marks in school.	___	___	___	___	___
___(AP)	105.	We act disappointed and sad when he/she misbehaves.	___	___	___	___	___
___(AP)	106.	We make him/her feel ashamed or guilty when he/she misbehaves.	___	___	___	___	___
___(PD)	107.	We tell him/her "I don't want to have any more to do with you" when he/she misbehaves.	___	___	___	___	___
___(PD)	108.	We are just when punishing him/her.	___	___	___	___	___
___(PD)	109.	When he/she must do something we explain why.	___	___	___	___	___
___(PD)	110.	We find it difficult to punish him/her.	___	___	___	___	___
___(I)	111.	He/she can talk us into most anything.	___	___	___	___	___
___(I)	112.	We let him/her off easy when he/she misbehaves.	___	___	___	___	___

Here are some more statements about your _______ year-old. This time please tell me whether each thing happens almost every day, about once a week, about once a month, only once or twice a year or never happens.

RESPONSE CATEGORY 9

			A. Almost Every Day	B. About Once a Week	C. About Once a Month	D. Only Once or Twice a Year	E. Never
___(AN)	113.	We say nice things about him/her to other people.	___	___	___	___	___
___(AN)	114.	We are very affectionate with him/her.	___	___	___	___	___
___(IC)	115.	We teach him/her things which he/she wants to learn.	___	___	___	___	___
___(IC)	116.	We help him/her with hobbies or handiwork.	___	___	___	___	___

			Yes	a. Almost Every Day	b. About Once a Week	c. About Once a Month	d. Only Once or Twice a Year	e. Never
___(AC)	117.	We go on pleasant walks and outings with him/her.		___	___	___	___	___
___(AC)	118.	We enjoy talking to him/her.		___	___	___	___	___
___(Pro)	119.	We expect him/her to help around the house.		___	___	___	___	___
___(Pro)	120.	We want him/her to run errands.		___	___	___	___	___
___(ST)	121.	Punish him/her by sending him/her out of the room.		___	___	___	___	___
___(SB)	122.	We hold it before him/her that other children behave better than he/she does.		___	___	___	___	___
___(SB)	123.	We nag him/her.		___	___	___	___	___
___(SB)	124.	We scold him/her and yell at him/her.		___	___	___	___	___
___(PP)	125.	We threaten to spank him/her.		___	___	___	___	___
___(PP)	126.	We spank him/her.		___	___	___	___	___
___(PP)	127.	We slap him/her.		___	___	___	___	___
___(Pro)	128.	We worry that he/she can't take care of him/her-self.		___	___	___	___	___

Please tell me how you see your child on each of these sets of words (Point to Response Category 13). The first one is cooperative--troublesome. If you see your child as very cooperative you would say 7. If you see your child as very troublesome, you would say 1. If you see him somewhere in between very troublesome and very cooperative, you would tell me the number which describes best how you feel.

RESPONSE CATEGORY 13

129.	Troublesome	1	2	3	4	5	6	7	Cooperative
130.	Good	1	2	3	4	5	6	7	Bad
131.	Deviant (breaks rules)	1	2	3	4	5	6	7	Conforming (obeys rules)
132.	Disobedient	1	2	3	4	5	6	7	Obedient
133.	Rude	1	2	3	4	5	6	7	Polite
134.	Law abiding (obeys laws)	1	2	3	4	5	6	7	Delinquent (breaks laws)

EPISODE SECTION, Parent

Now I would like to ask you some questions about the occasions when your child/children were gone from home.
(Start with the oldest and move down in age if there is more than one such child. For each child, ask questions 1 through 13 and enter responses on the Episode Chart.)

Let's take the ________ year old.

1. How many times in the last year has the ______ year old been gone without your permission? ________

   (If more than one) Let's take the first time in this last year and the last or most recent time. Starting with the most recent.

2. How long was he/she gone? Months ______ Weeks__________
   (use 99 for not returned) Days ______ Hours__________

   (If less than 24 hours) Was he/she gone over night? Yes____ No____

3. Which month did he/she leave? 1. Jan 2. Feb 3. Mar 4. Apr
   5. May 6. Jun 7. Jul 8. Aug 9. Sep 10. Oct 11. Nov 12. Dec

4. What did you or your spouse do when it was discovered that he/she was absent from home? (check all responses indicated by respondent)

   a. nothing c. called friends/relatives e. went out and looked for him/her
   b. called police d. called child's friends f. other (specify)__________
   ____

   (If b) Did you report him/her missing? Yes____ No____

   (If yes) Did you sign a warrant for his/her arrest? Yes___ No___

5. Did you think he/she had run away? Yes____ No____

6. At the time your child left, did you think that running away was [illegible] [illegible] at this point? Yes____ No____

7. Was your child located by someone or did he/she come home on his/her own?

a. self b. someone else c. was not located

(If a or c, go to item 10)

8. Who was he/she located?

1. parent 3. police 5. social service agency (specify)________

2. friends/relatives 4. runaway house 6. other (specify)________

How long after he/she left home was he/she located?

hours____ days____ months____

How far from home had he/she gone? (miles)________ (city)________
(Reference to miles and/or name of city/town)

9. How did he/she return? 1. voluntarily on his/her own

2. through official agency 3. other (specify)________

10. Do you know where he/she intended to go? Yes____ No____

(If yes) Where? ________

11. Did he/she have any contact with the police while away?

Yes____ No____ Don't know____

(If yes) Was he/she picked up by the police? Yes____ No____ Don't know____

Arrested? Yes____ No____ Don't know____

(If yes) Was he/she arrested for being a runaway or for other reasons?

runaway____ other____

(If other) What were the charges? ________

Did he/she have to go to court? Yes____ No____ Don't know____

(If yes) Was there a petition filed in the court? Yes____ No____ Don't know____

(If more than one incident) Now let's take the [illegible] time [illegible] ________ [illegible] [illegible]. (Ask items [illegible] for [illegible] episode. Then go on to [illegible] [illegible].)

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Yes	______	______
No	______	______

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Yes	______	______
No	______	______

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DEMOGRAPHIC DATA SHEET

Children 16 - 18 Yes ☐ No ☐

[illegible]

Approximate Family Income

- a. ☐ 0-$999
- b. ☐ $1,000-1,999
- c. ☐ $2,000-2,999
- d. ☐ $3,000-3,999
- e. ☐ $4,000-4,999
- f. ☐ $5,000-5,999
- g. ☐ $6,000-7,499
- h. ☐ $7,500-9,999
- i. ☐ $10,000-11,999
- j. ☐ $12,000-14,999
- k. ☐ $15,000-19,999
- l. ☐ $20,000-24,999

Kind of Dwelling

- a. ☐ Apartment
- b. ☐ Flat
- c. ☐ Mobile Home
- d. ☐ [illegible] House
- e. ☐ House
- f. ☐ Other

Tenure

- a. ☐ Owned/being purchased
- b. ☐ Rented
- c. ☐ Subsidized Public Housing
- d. ☐ Occupied without payment

[illegible]	Last Year
[illegible] ______	______
School change ☐ ☐ ☐	☐ ☐ ☐
[illegible] ______	______

		Sex	Age	Ethnicity A, B, C, D, E	Relationship to Respondent [illegible]	Marital Status M, W, D, Sep, NM	Years in household	Education [illegible]	Occupation	Employed	# of Jobs	Type Work	Hrs/Wk	Years employed this job	If 1 job 1 yr [illegible]	Unemployed last 3 months	[illegible]	[illegible]
	1	M F			Respondent					Y N		1 2 3			2 3			
Oldest	2	M F								Y N		1 2 3			2 3			
	3	M F								Y N		1 2 3			2 3			
	4	M F								Y N		1 2 3			2 3			
	5	M F								Y N		1 2 3			2 3			
Youngest	6	M F								Y N		1 2 3			2 3			

Demographic Data Sheet, Continued

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	Oldest									Youngest
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Type of Work										
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APPENDIX G

Youth Questionnaire

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Recent studies suggest that everyone breaks some rules and regulations during his or her lifetime. Some break them regularly, others infrequently. Some are more serious and others are less serious. There are a number of rules and laws which typically apply to youth. I will read each of these things, then you tell me the answer you think best describes the activities of your friends (the kids you hang around with) in the last two months. Remember, I just want to know about the last two months.

RESPONSE CATEGORY 5

		Don't Know	a. Very Often	b. Several Times	c. Once or Twice	d. Never
___	44. Given a teacher a fake excuse for being absent.	___	___	___	___	___
___	45. Taken little things (worth $5 or less) that didn't belong to them.	___	___	___	___	___
___	46. Broken into a place that is locked just to look around.	___	___	___	___	___
___	47. Taken a car for a drive without the owner's permission.	___	___	___	___	___
___	48. Taken something from a kid's locker without asking him.	___	___	___	___	___
___	49. Damaged public or private property just for fun.	___	___	___	___	___
___	50. Beat up on other kids or adults just for the heck of it.	___	___	___	___	___
___	51. Participated in gang fights.	___	___	___	___	___
___	52. Taken something worth $50 or more that didn't belong to them.	___	___	___	___	___
___	53. Run away from home.	___	___	___	___	___
___	54. Used force (strong arm methods) to get money from another person.	___	___	___	___	___
___	55. Used marijuana.	___	___	___	___	___
___	56. Sold marijuana.	___	___	___	___	___
___	57. Skipped school without a legitimate excuse.	___	___	___	___	___
___	58. Sniffed glue or inhaled toxic fumes.	___	___	___	___	___
___	59. Used hard drugs.	___	___	___	___	___

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	Don't Know	A. Very Often	B. Several Times	C. Once or Twice	D. Never
80. Sold hard drugs.					
81. Bought or drank beer, wine, or liquor.					

82. Are there any other things that friends of yours have done in the last ten months that they could have gotten in trouble for if they were caught—things like hitchhiking or panhandling? (Specify each activity. For each activity ask whether it occurred either Very Often, Several Times, Once or Twice.)

	A. Very Often	B. Several Times	C. Once or Twice

Now I would like to ask you some things about how your parents act toward you. For each activity please tell me how often they do it.

RESPONSE CATEGORY 4

	Don't Know	A. Almost Every Day	B. About Once a Week	C. About Once a Month	D. Only Once or Twice a Year	E. Never
83. Say nice things about me to other people.						
84. Are very affectionate with me.						
85. Teach me things which I want to learn.						
86. Help me with hobbies or handiwork.						
87. Go on pleasant walks and outings with me.						

(3)

		Don't Know	1. Almost Every Day	2. Once-Twice a Week	3. Once-Twice a Month	4. Only Once or Twice a Year	5. Never
___	68. Enjoy talking with me.	___	___	___	___	___	___
___	69. Expect me to help around the house.	___	___	___	___	___	___
___	70. Want me to run errands.	___	___	___	___	___	___
___	71. Punish me by sending me out of the room.	___	___	___	___	___	___
___	72. Hold it before me that other children (siblings) behave better than I do.	___	___	___	___	___	___
___	73. Nag me.	___	___	___	___	___	___
___	74. Scold me and yell at me.	___	___	___	___	___	___
___	75. Threaten to spank me.	___	___	___	___	___	___
___	76. Spank me.	___	___	___	___	___	___
___	77. Slap me.	___	___	___	___	___	___
___	78. Worry that I can't take care of myself.	___	___	___	___	___	___

Here are some more things about you and your parents. Please tell me whether

the statements are true In Every Case, In Most Cases, Sometimes, Seldom or Never.

	RESPONSE CATEGORY 3	Don't Know	1. In Every Case	2. In Most Cases	3. Sometimes	4. Seldom	5. Never
___	79. I can talk with them about everything.	___	___	___	___	___	___
___	80. Comfort me and help me when I have troubles.	___	___	___	___	___	___
___	81. Are there for me when I need them.	___	___	___	___	___	___
___	82. Praise me when I have done something good.	___	___	___	___	___	___
___	83. Help me with schoolwork when I don't understand something.	___	___	___	___	___	___
___	84. Are happy when with me.	___	___	___	___	___	___
___	85. Expect me to keep my own things in order (neat).	___	___	___	___	___	___

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___ 209. Are there any other things that you have done in the last two months that you could have gotten in trouble for if you were caught--like hitchhiking or panhandling? (Specify each activity. For each activity mentioned ask whether it occurred Very Often, Several Times, or Once or Twice.)

	Very Often	Several Times	Once or Twice
____________________	___	___	___
____________________	___	___	___
____________________	___	___	___
____________________	___	___	___
____________________	___	___	___
____________________	___	___	___
____________________	___	___	___

___ 210. Has either of your parents ever beaten you really hard?

Yes ___ No ___

___ 211. Have you ever been beaten by either of your parents so badly that it made you sick? Yes ___ No ___

___ 212. Have you ever received marks or bruises from beating given by either of your parents? Yes ___ No ___

Youth Episode

1. A. During the last year, have you been gone from home without your parents' permission or consent? Yes_____ No_____

B. (if no) It is correct then that during the last year you have not been gone from home without yout parents' permission? Yes____ No____

C. What about your brothers or sisters? Have any of them been gone from home without your parents' permission or consent in the last year?

Yes_____ No _____

(if yes) How many brothers/sisters have been gone how many times?

	Age	Sex	# of times	Duration of Longest time
1.				
2.				
3.				
4.				

D. During the last year, did you move out of your home, even for a short time? Yes_____ No _____

(if yes) Where did you go?

a. School
b. Camp
c. Institutions
d. Relative
e. Friend
f. Other parent
g. Other (specify)____________

E. How about your brothers or sisters? Did any of them move out of the house during the last year? Yes_____ No_____

1. (con't)

(if yes) Which ones? Where did they go? (use categories from 1 B)

	Age	Sex	Location outside home
1.	____	____	____________
2.	____	____	____________
3.	____	____	____________
4.	____	____	____________

(If answer to 1A is yes or 1B is no, go to item 2)

(If answer to 1B is yes and child was not under adult supervision while away from home, ask starred items: 3, 4, 6, 8, 9, 11-14, 18, 19, 22, 24-27 and indicate answers under "most recent" headings.)

(If answer to 1A is no and 1B is yes, terminate interview)

Now I would like to ask you some questions about the occasions when you were gone from home.

2. How many times in the last year have you been gone without your parents' permission? ________

(if more than two) Let's take the first time in the last year and the last or most recent time in the last year.

(Starting with the most recent, deal with each episode separately starting from question 3 and ending with question 28)

REPEAT

* 3. How long were you gone from home?

	Most Recent	First
Hours	______	______
Days	______	______
Weeks	______	______
Months	______	______

* 4. Which month did you leave home? Most Recent ____ First ____

1. Jan 2. Feb 3. Mar 4. Apr 5. May 6. Jun 7. Jul

8. Aug 9. Sep 10. Oct 11. Nov 12. Dec

5. a. (If child absent from home less than 24 hours) Were you gone overnight?

	Most Recent	First
Yes	______	______
No	______	______

b. (If gone overnight or longer) Where did you sleep most of the time while you were gone from home?

	Most Recent	First
1. with friends	______	______
2. with relatives	______	______
3. with strangers	______	______
4. at a runaway house	______	______
5. outdoors	______	______
6. public facility	______	______
7. other (specify)	____________	____________

(Check all responses indicated by respondent)

c. Did you leave with other people or by yourself?

(If with others) How many?

	Most Recent		First	
Self	____		____	
Relatives	____	[illegible]	____	[illegible]
Brothers or Sisters	____	[illegible]	____	[illegible]
Friends	____	[illegible]	____	[illegible]
Other	____	[illegible]	____	[illegible]

d. Did your parents report you missing?

	Most Recent	First
Yes	____	____
No	____	____

6. (con't) (If yes) To whom did they report you?

	Most Recent	First
1. Friend	____	____
2. Police	____	____
3. Other (specify)	________	________

7. Were you running away?

	Most Recent	First
Yes	____	____
No	____	____

(If no) What were you doing?

Most Recent	First
____________________	____________________
____________________	____________________
____________________	____________________

(If no) Were you thinking about running away?

	Most Recent	First
Yes	____	____
No	____	____

8. At the time you left, how long were you thinking of leaving home?

	Most Recent	First
Hours	____	____
Days	____	____
Weeks	____	____
Months	____	____
Year(s)	____	____
Didn't think about it	____	____

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23. Did you return home voluntarily?

	Most Recent	First
Voluntarily	____	____
Not voluntarily	____	____

Explain:

Most Recent	First
____________________	____________________
____________________	____________________

* 24. While you were gone did you have any contact with the police?

	Most Recent	First
Yes	____	____
No	____	____

(if yes) Explain:

Most Recent	First
____________________	____________________
____________________	____________________

* 25. A. Were you picked up by the police?

		Most Recent	First
	Yes	____	____
	No	____	____
B. Arrested?	Yes	____	____
	No	____	____

(if yes) What were you charged with?

____

C. Did you have to go to court?

	Most Recent	First
Yes	____	____
No	____	____

(If more than one runaway episode) Let's take the first time this year you left home (Go back to item 3 and repeat items 3-26.)

* 26. Thinking back on your experiences while you were away from home, would you say they were very good, good, neither really good nor really bad, bad or very bad?

A. Very good

B. Good

C. Neither good nor bad

D. Bad

E. Very Bad

Probe for what child did and why experiences were good or bad.__________

* 27. Do you think you might leave home again? Yes___ No___

Do you think it is very likely, somewhat likely, neither especially likely nor especially unlikely, not very likely, not likely at all that you will leave home again?

A. Very likely

B. Somewhat likely

C. Neither especially likely nor especially unlikely

D. Not very likely

E. Not very likely at all

CHILD SERVICES

This section of the questionnaire concerns services or help that you may have obtained or that you wished were available either before, during, or after the time(s) you were away from home. This information will help people who want to make these services available to kids. In the last section I asked you only about things that happened in the last year. Now I would like to ask you about the very first time you left home ever and about the most recent or last time.

REPEAT

1. a. Before you left home (the very first time), did you seek help or assistance from some person or some agency like a friend, a social service agency, hot-line, runaway house, police, church, and so on?

	First Time	Most Recent
Yes		
No		

(If no, go to 1D)

b. (If yes) From whom did you seek help?

(read response categories, check those categories indicated by respondent)

	First Time	Most Recent
1. Relative/Friend		
2. Police		
3. School staff		
4. Minister/Rabbi/Priest		
5. Runaway house		
6. Social Service agency (specify)		
7. Other (specify)		

c. Why did you seek help from ______________? (Fill in blank with the categories checked in 10, ask question for each category)

	First Time	Most Recent
1. Relative/Friend		
2. Police		
3. School staff		
4. Minister/Rabbi/Priest		
5. Runaway house		
6. Social Service Agency		
7. Other		

d. How helpful was this contact with ______________? (Fill in blank with categories checked in 10, ask item for each category, and use codes given below)

RESPONSE CATEGORY 11

a. very helpful
b. somewhat helpful
c. not especially helpful
d. not helpful
e. not helpful at all

	First Time	Most Recent
1. Relative/Friend		
2. Police		
3. School staff		
4. Minister/Rabbi/Priest		
5. Runaway House		
6. Social Service Agency		
7. Other ______________		

6. Were there other services that you would like to have been available at this time? What were they? (specify)

First Run	Most Recent
____	____
____	____
____	____

3. a. I just asked you about what happened before you left. Now, while you were gone from home did you seek help or assistance from some person or agency?

	First Run	Most Recent
Yes	____	____
No	____	____

(If no, go to 3b)

b. (If yes) From whom did you seek help? (Read response categories; check which categories correspond to respondent.)

	First Run	Most Recent
1. Relative/Friend	____	____
2. Police	____	____
3. School staff	____	____
4. Minister/Rabbi/Priest	____	____
5. Runaway house	____	____
6. Social Service Agency (specify)	____	____
7. Other (specify)	____	____

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